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ABSTRACT

The Long-Range Facilities Master Plan presents solution strategies and financing methods for accommodating a projected student enrollment increase of 45,000 between 1986 and 2000. This increase, plus limited financial resources, school use studies, and recent legislation, necessitated the plan. The issues include housing students, facility standards, the learning environment, and maintaining quality programs. The plan suggests constructing new schools, multitrack year-round schools, double-session kindergarten, reconstruction, refurbishing, policy and program changes, buying or leasing portable classrooms or trailers, reopening closed school sites, boundary and zone changes, converting administrative space into classrooms, and the joint use of other facilities as possible solutions. Known and anticipated income sources include the developer fee fund, lease income from 11 closed school sites, outstanding developer fee agreements, and a recently authorized development fee program. In case of inadequate income, revenue bonds, general obligation bonds, and lease purchase agreements serve as debt instruments. Twenty-four charts show the recommended solution strategies for facility needs by school and year, presented by the high school attendance area. Further, five tables exhibit construction costs and needs, cash flow needs, costs for other facilities, maintenance needs, estimates of anticipated annual income, and a comparison of funding needs of income cumulatively and annually. (RG)

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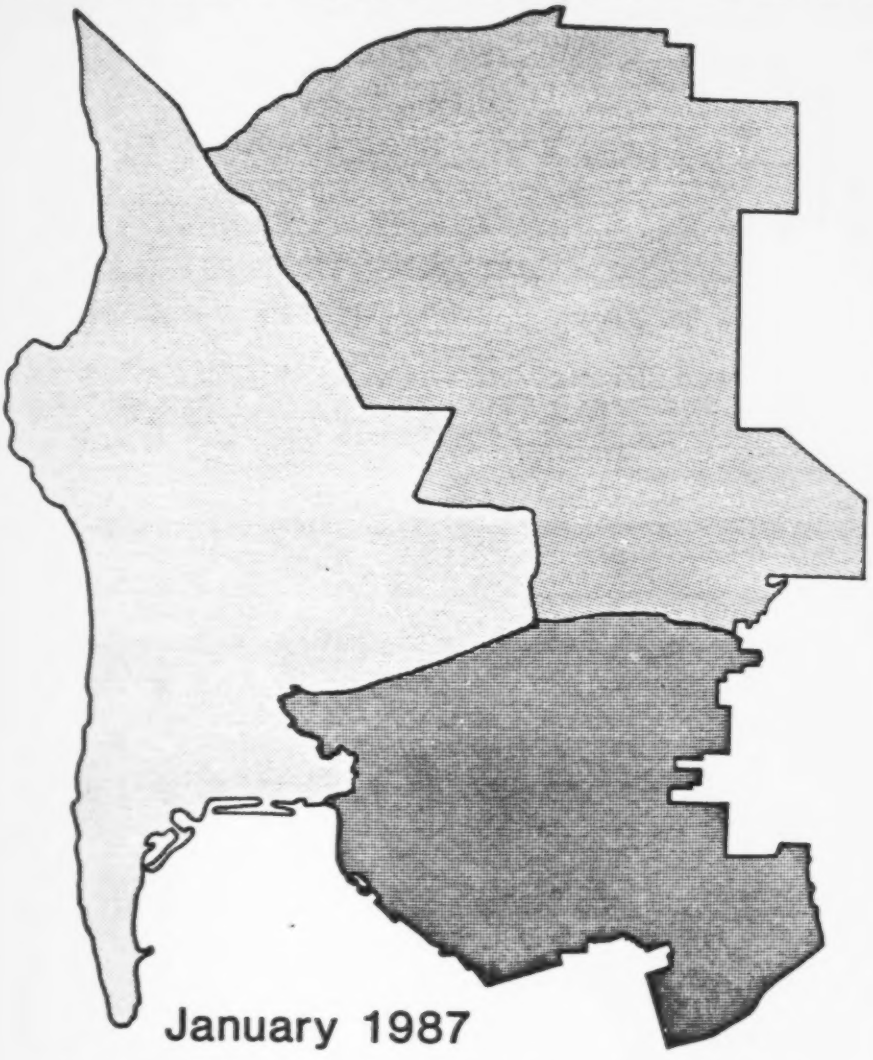
Long Range Facilities Master Plan: 1986-2000



January 1987

San Diego Unified School District

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SAN DIEGO UNIFIED SCHOOL DISTRICT

LONG-RANGE FACILITIES MASTER PLAN

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SAN DIEGO UNIFIED SCHOOL DISTRICT

LONG-RANGE FACILITIES MASTER PLAN:
1986-2000

I. INTRODUCTION

The Long-Range Facilities Master Plan (LRFMP) is the result of nearly two years of planning by San Diego Unified School District staff and community members. The master plan culminates this planning process by presenting solution strategies and financing methods for housing a projected growth of approximately 45,000 students between 1986 and 2000. The master plan is conceived as a document that will provide direction in meeting facility needs for the district through the year 2000, a year that marks the beginning of the next century as well as a time the district will be near full development of its anticipated growth. Community members, central office and school site staff have developed the plan through extensive analysis of demographic trends, existing and future facilities utilization, educational program considerations, and current and future financial resources.

The master plan is divided into six sections. The initial section provides a description of background issues documenting the need to develop the plan, a description of the process used throughout the planning period, a statement of the primary focus, and an overview of the plan's three phases.

The second section provides a description of primary planning issues facing the district through the year 2000, followed by the third section which includes basic assumptions underlying the Long-Range Facilities Master Plan. A narrative description of solution strategies and financing options comprises the fourth section. The financing of the proposed solution strategies is presented in the fifth section. A summary section concludes the report outlining the principal solution strategies and financing methods and recommendations for the Board of Education.

Support materials for the master plan, presented under separate cover, include a synthesis document of recommendations for facilities planning as

determined by Regional Planning Area (RPA) community groups. The preliminary planning reports from Phase I, the three RPA community reports in their entirety, and other pertinent documents are also included in the Long-Range Facilities Master Plan Support Materials document.

A. Background

Several factors have contributed to the need for a long-range facilities master plan in the San Diego Unified School District, including projected growth, limited financial resources, community-based school utilization studies, and recent legislative actions.

Projected Growth

San Diego Unified School District enrollment grew steadily in the decades following World War II, reaching an all-time high of 130,332 in 1970. During the ten-year period between 1970 and 1980, student enrollment declined to 108,179. Renewed enrollment growth began at a gradual pace following 1980, and has increased on an average of approximately 1,400 students per year from 1983 through 1986. A very strong growth trend is projected to continue through the end of this century.

The district contracted with Criterion, Incorporated in 1985 to conduct a demographic study of the district for the 1986-2000 time period. This study by an outside consultant firm with the collaboration of Dr. Peter Morrison--a nationally known demographer from the Rand Corporation--projected the growth in student enrollment to continue. By the year 2000, an additional 45,000 students are expected to enroll in district schools. This anticipated growth will result in a new all-time district high of approximately 160,000 students in 1999-2000. The growth will occur differentially by grade levels, over time. In the immediate future, elementary grades will be those showing the greatest increase. By 1990 those additional students will enter junior/middle schools and, by 1995 they will attend senior high schools.

Current program requirements differ dramatically from 1970 when the district was able to house over 130,000 students. The district's integration program, which began in 1977, involves nearly two-thirds of the total student enrollment. The program results in the movement of students from non-integrated school settings to integrated ones. The placement of integration programs in schools is not necessarily linked to availability of facilities but rather to a set of court-identified criteria such as racial/ethnic balance. Other programs mandated by state and federal legislation require the use of more space than in a previous time for the same number of students.

Limited Resources

The projected enrollment growth in San Diego parallels growth projections throughout the state of California. The expected increase in the number of students will occur during an era of fiscal constraint. Resources are limited locally and statewide for several reasons. The passage of Proposition 13 in June 1978, removed $7 billion from local tax revenues. Competition for state funding increased among social service agencies, resulting in less money being available for all agencies including school districts. This competition for limited resources will continue as the general population grows older and its interests shift to funding an increasing number of social service needs apart from public schools. Proposition 13 also prohibited districts from selling general obligation bonds, financed by ad valorem property taxes, thereby curtailing San Diego Unified's ability to finance new school buildings.

New school construction costs continue to rise. Currently, it costs approximately $5 million to build an elementary school, over $11 million to construct a junior high, and more than $20 million to build a high school exclusive of land acquisition costs. Until recently, the district has been able to finance the construction of its new schools primarily through local tax revenue. Recent legislative changes restrict the district from exercising this option. The Long-Range Facilities Master Plan is intended to address future facility needs, including new school construction, in a manner that recognizes the fiscal constraints under which the district must operate.

Community-Based School Utilization Studies

In the early 1980s, the Board of Education appointed an advisory committee on the utilization of school facilities to oversee community-based studies of school facility use. This committee, exercising its legal mandate, advised the board on the use of surplus property and on the under-utilization of school sites. To a large extent, these studies took place in areas experiencing enrollment decline. As a result of the study process, the board accepted and approved recommendations to close some elementary and junior high schools. Schools surrounding the closed school sites underwent grade reconfigurations in some instances and enhanced their programs and facilities. In instances where the community-based study process identified over-utilization of school sites due to overcrowding, recommendations related to program and boundary changes or alterations and improvement of facilities resulted. These alterations have temporarily allowed the schools to accomodate the increased enrollment. The Long-Range Facility Master Plan is intended to build upon this community participation and to incorporate this school-level planning into a district-level perspective.

Recent Legislative Actions

The need to provide school facilities in an era of enrollment growth and fiscal constraint is an issue which most recently went before the voters. Proposition 46, passed in June 1986, provides authority to sell general obligation bonds once again. Proposition 53, passed in November 1986, allows the state to sell $800 million in bonds to partially fund the highest priority new school construction and reconstruction projects. Legislative initiatives related to school facilities, coupled with the resources provided through Proposition 53, allow new school construction, reconstruction, and incentive funding for implementing year-round schools. The actual allocation of funds will be based on specified state standards for construction and classroom loading along with a district's ability to document its facility needs. The passage of Proposition 53 and a series of interrelated legislative actions also resulted in the standardization of developer fees throughout the state. Recent legislative direction, therefore, necessitates the development of a comprehensive plan from a districtwide perspective that can document future facility needs.

B. Process for Development of the Long-Range Facitilies Master Plan

The development of the Long-Range Facilities Master Plan has been accomplished by a strategic planning process involving district staff and community members over a two-year period. Pertinent forecast, program, facility utilization, and financial data have been compiled and analyzed, applying strategic planning principles, to determine what facility needs exist and how they should be addressed. The planning process has focused on analysis of the external and internal environment to identify future district needs. The internal analysis went beyond the projection of student enrollment to include an assessment of program needs before determining the total impact on facilities. In addition, the external analysis of local and state funding sources and legislation assisted in determining future facility goals and priorities.

A major stategic planning principle evident in the Long-Range Facilities Master Plan is the development of several alternatives to achieve desired goals. Specific solution strategies to solve identified facility needs reflect this focus on alternatives. The needs of a particular school or cluster of schools in a single school community include one or more alternatives. Thus, new school construction is coupled with multi-track year-round schools, double-session kindergarten, boundary changes, and additional portable classrooms among other strategies. No single solution strategy is used to solve the district facility needs, but rather a number of alternatives are used in different parts of the district and over varying lengths of time.

Another aspect of the strategic planning process apparent in this long-range plan is the establishment of priorities. The planning process identified many facility needs for the district in the 1986-2000 time period in excess of foreseen financial resources. Specific recommendations--the application of solution strategies for a particular year and school site--are contained in the fifth section of the plan. These recommendations reflect a system of priority setting which considered all district needs--regional planning areas, high school attendance areas, and schools--in the context of identified sources of income. Thus, the priorities address the most pressing student housing needs in the district.

C. Primary Focus of the Long-Range Facilities Master Plan

Although several factors prompted the development of the Long-Range Facilities Master Plan, a dramatic increase in student enrollment coupled with limited resources are the chief focus of the plan. The LRFMP is intended to clarify how the district will house the projected growth in student enrollment within its identified resources. Important and related issues such as equitable application of facility standards and refurbishing older schools can be addressed only in the context of accommodating projected growth.

D. Plan Components

The Long-Range Facilities Master Plan consists of three phases with several components, including a process for annual review and update thereafter. Phase I involved the compilation of pertinent data (demographic, facilities utilization, financial and educational program). Phase II included the analysis of data and development of alternatives by the citizens' regional planning groups on an RPA basis. Staff then reviewed these alternatives and refined them to reflect a districtwide perspective. Phase III includes the implementation of activities for the 1987-88 school year, planning for activities designated in subsequent years, and the annual review of the master plan.

Phase I--Pertinent Data

The four reports completed during Phase I of the master plan include: 1) Demographic Study, 2) Educational Programs Study, 3) Facilities Utilization Study, 4) Financial Resources Study. These reports are available in the Long-Range Facilities Master Plan Support Materials document. The most significant findings from the studies follow.

1. Demographic Study - Data provided in the Demographic Study forecast district enrollment patterns between 1986-2000.

   - The district enrollment will grow by more than 40 percent in the next fourteen years, totaling more than 160,000 students by the year 2000.

- The period of most rapid growth for elementary enrollment will be through 1990, and between 1990 and 1995 for secondary enrollment.

- All four racial/ethnic groups will grow in absolute numbers. Enrollment percentages in the year 2000 will be: White--42.2 percent, Hispanic--23.7 percent, Asian--18.8 percent, and Black--15.4 percent.

- Regional Planning Area (RPA) III will have the largest enrollment in the year 2000, totaling more than 70,000 students. RPAs I and II will have 44,500 and 47,000 students, respectively.*

- RPA III will have the highest minority residential pattern of all the RPAs, over 91 percent in the year 2000.

- RPA I will have a 61 percent majority and 39 percent minority residential pattern in the year 2000. RPA II will have a 66 percent majority and 34 percent minority residential pattern in the year 2000.

- Students in RPA III currently attend school outside of their RPA at a higher rate than students in RPAs I and II.

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* It should be noted that for planning purposes, staff divided the district into three Regional Planning Areas (RPAs). RPA I (coastal) includes the high school attendance areas of Clairemont, Kearny, La Jolla, Madison, Mission Bay, Point Loma and University City. RPA II (eastern) includes the high school attendance areas of Mira Mesa, Henry and Serra. RPA III (southern) includes high school attendance areas south of Interstate 8--Crawford, Hoover, Lincoln, Morse and San Diego.

2. Educational Programs Study - This study includes information pertaining to school operations, community relations and integration programs, and other educational services.

   ° The increased student enrollment will bring greater demand for new curricula and instructional materials addressing the needs of the district's diverse population.

   ° Staff development will be required to meet the training needs of teachers and other personnel who will be called upon to provide new programs. The training will align new curricula with instructional methods.

   ° Rapid changes in technology will affect all aspects of educational programs. Process oriented educational techniques will be affected by the increased use of computers as instructional tools.

   ° Non-white racial/ethnic groups will continue to comprise more than 50 percent of the district's future population. Policies governing the racial/ethnic balance of the integration programs will need to be reevaluated. Assurance of equity and improvement of relationships among different groups will continue to be major issues in educational program offerings.

   ° Overcrowded facilities will create program limitations. These facilities will require solution strategies to reduce the size of learning groups.

   ° Decisions regarding instructional programs more often will be made outside educational institutions. Greater efforts will be required by educators to achieve appropriate representation in the decision-making process.

3. Facilities Utilization Study - The study examined the current use of facilities, established priorities for facility use, and specified priorities for determining their availability. Revised Administrative Procedure 3410, "Revised Capacity Standards for Relocation of Portable Buildings and Long-Range Facilities Planning," is included in the Support Materials document.

   - District standards specify classroom and building capacity, operating capacity, and components of core facilities for elementary and secondary schools.

   - Based on expected growth, program requirements, current capacity, and space utilization formulas, there are insufficient school facilities.

   - A variety of solutions can be used to house the projected enrollment growth including new school construction or program changes such as year-round school, double-session kindergarten, and revisions in current programs.

   - The basic instructional program has top priority in the allocation of classroom space.

   - Facilities which support integration, special education, children's centers, state preschool, and Chapter I programs limit overall space availability for the K-12 program.

   - Optional programs and instructional support services have been designated with a lower priority for the allocation of classroom space.

4. Financial Resources Study - This study identified potential sources of income that are available to the district before the year 2000. The study recognizes the uncertainty of relying on any one funding source to meet the facility needs identified in the master plan.

4. Financial Resources Study (continued)

- All potential financial resources need to be explored to determine their applicability to specific needs presented in the Long-Range Facilities Master Plan.

- There are several potential funding sources, including local and state programs, for addressing school facility needs.

- The funding sources are tied to specific schools, school communities, time periods, and projects.

- The San Diego Unified School District has insufficient funds to meet present and future capital needs.

- Funding sources for capital programs will continue to create uncertainty for school planners. The level of financial support may change from year-to-year. The time period when funds will be available will not always be known in advance nor will the duration of available funds be guaranteed. Eligibility criteria for available funds will change. Current sources of funds for capital programs may diminish or be disallowed.

PHASE II--Community Participation and Subsequent Development of Alternatives

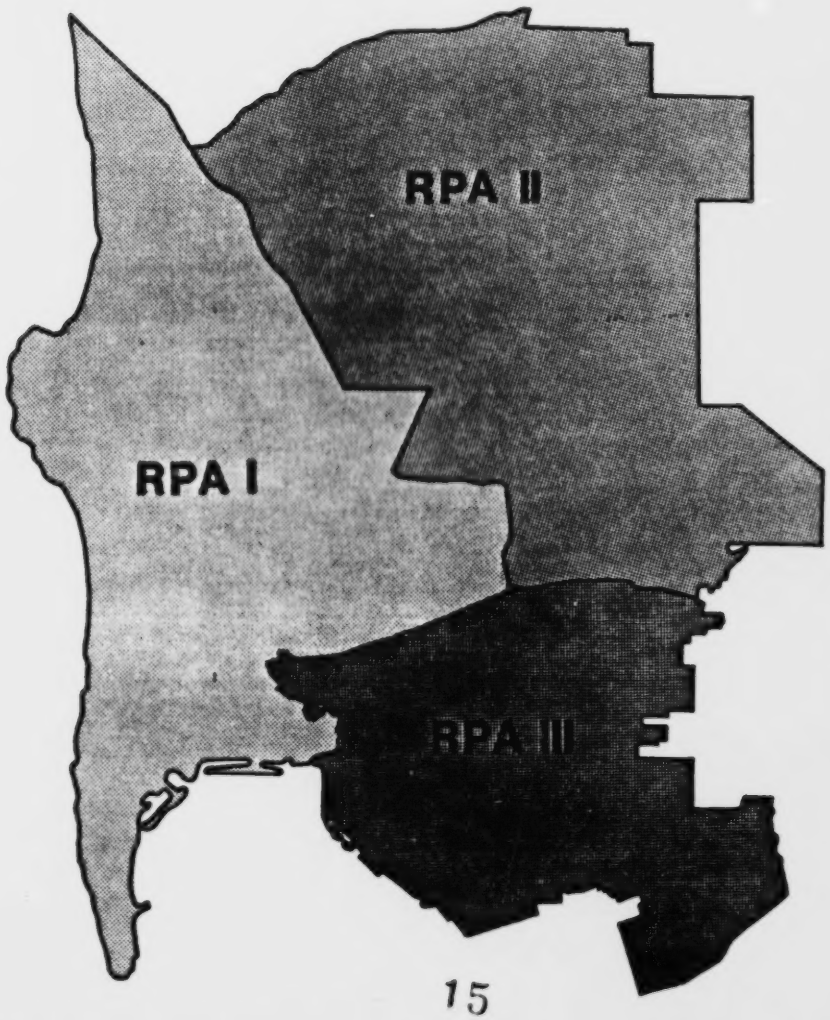
Community Participation

Phase II included the involvement of community members in the identification of facility needs and the development of alternative solution strategies to address these needs on a regional basis. Community participation was intended to build upon previous involvement of citizens in school facility cluster studies. The Board of Education appointed the Advisory Committee on the Utilization of School Facilities (ACUSF) in the early 1980s to assist in these efforts. These activities reflect the district's commitment to citizens' participation in school facilities' planning.

Community Participation (continued)

Following presentation of the four Phase I studies to the Board of Education, community groups known as Regional Planning Area (RPA) committees were selected to begin facility studies of the district by region. RPA I combined high school attendance areas in the western or coastal portion of the district. RPA II included those eastern high school attendance areas north of Interstate 8, while RPA III included high school attendance areas south of Interstate 8.

REGIONAL PLANNING AREAS



The RPA process depended upon a regional form of analysis to examine the impact that growth would have on both a regional and total district basis. Because facility issues affect all areas of the school district, the regional analysis identified facility needs common to particular areas. RPA groups closely examined their geographical areas and then presented solution strategies for their respective regions. Their three reports provide community recommendations to address district facility problems facing the district between now and the year 2000.

Eleven citizens served on each RPA committee including: three ACUSF members, five Board of Education member-appointed citizens, and three superintendent-appointed citizens-at-large. Two principals and three additional staff members from the district's central office served as resources to each committee.

The six RPA chairs, co-chairs and district staff assigned to each RPA participated in a full day workshop on consensus decision-making. This training enabled the RPA groups to identify and analyze issues of importance from a regional and districtwide perspective. Thirty-three RPA members spent twenty weeks between May and September 1986 examining data, developing solutions and writing their reports. The first eight weeks were spent reviewing Phase I studies to gain an understanding of district facility issues. The final twelve weeks were spent deliberating and preparing final reports.

The three RPA reports were presented to the Board of Education on October 7, 1986. These studies are included in the LRFMP Support Materials document. Nearly sixty recommendations address new school construction, year-round schools, under-utilized school sites, relocation of portables, equity considerations, funding/resources and community involvement.

Development of Alternatives

The district's cabinet-level Facilities Planning Coordination Committee reviewed RPA recommendations in a series of strategic planning sessions during September and October 1986. From this work, key issues were identified and solution strategies developed to meet facility needs throughout the district.

Staff prepared solution strategy analyses in a chart format for each high school attendance area. The charts indicate projected enrollments to the year 2000, and propose the utilization of specific solution strategies for individual schools. In addressing the needs on a total-district basis, all schools are assured that the projected number of students for each school can be housed, and the district is assured that all students expected to enroll by the year 2000 will have adequate school facilities.

PHASE III--Implementation and Annual Review

The implementation of 1987-88 activities, planning for subsequent years and the annual review of the master plan will begin once the Long-Range Facilities Master Plan is adopted by the Board of Education. A staff review and revision process will be instituted beginning in November of each year. This review will incorporate the annual assessment of portable needs and their relocation. It is recommended that the plan be reviewed annually from 1987 through 1992, the period of greatest growth affecting the largest number of facilities. A comparison of projected and actual enrollments should be made to examine and adjust the forecast trends. Any alterations in the availability of funding sources or the estimated amounts of income attached to these sources should be reflected in a revised plan. The analysis will provide the basis for the annual calculation and levy of the school development fee.

The Facilities Planning Coordination Committee should be responsible for conducting the annual review and revision of the plan. Its process should include the review of new data relating to demographics, finance, programs, and facilities. These data will be analyzed and their trends compared to those contained in the master plan. In instances where substantial change occurs, such as finance or demographics, or where substantial changes might be desired, such as in educational programs, these changes will be interpreted in terms of overall impact and feasibility and incorporated into the master plan. Unusual or substantially different requirements for facility utilization over time will result in a broader review of the plan. ACUSF will review the plan on a regular basis at intervals of three years, commencing in 1990.

II. PLANNING ISSUES

District staff identified several key planning issues related to school facilities through an analysis of the four Phase I studies and the three RPA reports. A discussion of these issues follows.

A. Housing Students

The primary planning issue between now and the year 2000 is the housing of students and provision of adequate school facilities for more than 160,000 students. Schools must be planned to ensure that facilities are available at the appropriate grade levels (elementary, middle/junior, and senior high), at the correct time period, and in the appropriate geographical areas of the district. In this regard, the anticipated growth is projected to occur first at the elementary level during the 1986-90 time period, followed by secondary level growth in the early through middle 1990s. Thus, the LRFMP is designed to address the issue of housing by planning for the appropriate number of students and providing school facilities at the appropriate time and location.

B. Maintenance of Quality Programs

The maintenance of quality educational programs is another central planning issue that must be addressed. San Diego Unified is the eighth largest public urban school district in the country, offering a wide range of educational programs to a diverse student population that is racially and ethnically balanced. District programs include appropriate basic skills, vocational, enrichment, special education, and gifted offerings commensurate with student needs and community expectations. In addition, San Diego schools conduct a comprehensive voluntary integration program involving nearly two-thirds of its students. Based on a number of indicators, including recent national recognition for excellence, the district provides a quality educational program to its students and its community. The maintenance of quality programs for students should be considered in the context of planning for school facilities.

C. Facility Standards

The application of equitable standards in all of the district's elementary and secondary schools is another significant planning issue. The number, age and physical condition of schools combined with the different programs result in a wide variety of school facility uses that do not lend themselves to a common standard for all schools. The LRFMP is intended to be an initial step in defining the relationship between state standards, the district planning guides, and current district practice related to facilities utilization. This should include identifying areas in which standards are established by the state and district, and areas in which standards are not specifically defined.

D. Optimum Learning Environment

The creation of an optimum learning environment is a fourth significant planning issue addressed in this document. The recognition that environment can affect learning emphasizes the importance of physical surroundings to the learning process. Students spend between six and eight hours daily in school buildings receiving instruction. Much attention is devoted to the learning process including teacher training, instructional strategies, textbooks and materials. Appropriate attention needs to be devoted to the setting in which the instruction takes place--the physical classroom and its furnishings, the classroom building, and the school campus. And even more specifically, the architecture of the building, the color of the room, and the landscaping of the campus are important elements in the creation of an optimum learning environment. As new construction, reconstruction and refurbishing are planned, attention should be given to these aesthetic considerations.

III. BASIC ASSUMPTIONS

Before addressing specific solution strategies, it is important to emphasize several basic planning assumptions that underlie the Long-Range Facilities Master Plan. These assumptions are associated with issues that transcend all district planning processes including facilities planning.

A. Excellence

The San Diego Unified School District, in response to community expectations, has established a long tradition of providing excellent public education. This has been accomplished during eras of growth, decline and in times of dramatic changes in curricula and student composition. The expectation is that the district will continue high-quality programs that meet the needs of its diverse student population and community. Solution strategies are based on the assumption that program quality will be maintained.

B. Integrated Educational Settings

The San Diego Unified School District serves a diverse student population from many racial and ethnic groups. The district recognizes the value of understanding and appreciating the cultural diversity of the children and community it serves. The importance of this assumption is represented in the district's mission statement and goals. The development of the master plan assumes that this commitment will continue in future program and facility planning.

C. Limited Financial Resources

As an operating principle, district planners assume that financial resources are insufficient to meet all identified facility needs. In an optimum planning environment, identified needs are addressed by the availability of financial resources. Currently there are limited resources available to fund school facility needs both from local and statewide sources, creating an austere financial environment in which only the most pressing needs can be met. The district must recognize that realistic facility planning must fall within the context of limited financial resources.

D. Change

Previous eras of enormous growth were accompanied by a greater ability to meet changing curricular offerings and community expectations. Between 1986-2000 the district again will have to address growth and curricular changes, including advancements in technology, but with limited financial resources and increased community expectations. This creates a situation where change in the organization and structure of schools and programs will be necessary. For instance, the manner in which the school day and school year are scheduled may have to change in order to use facilities more efficiently.

IV. EXPLANATION OF SOLUTION STRATEGIES AND FINANCING METHODS

District staff identified fifteen different solution strategies to house new students in the time period under study. Most of these strategies were recommended originally by citizens in the RPA reports. Staff analyzed facility needs for individual schools as well as clusters of schools by high school attendance areas and applied appropriate solution strategies to the identified need.

Each solution strategy considered by district staff for implementation in the LRFMP is described in a brief narrative which follows. Cost requirements necessary to implement recommended solution strategies are presented in the fifth section of this report. The first three strategies--new school construction, multi-track year-round schools, and double-session kindergarten--are the primary solutions used in the facility master plan. Several other strategies are recommended to a lesser extent, including: reconstruction/refurbishing; policy/program changes; purchasing or leasing portable classrooms; reopening closed school sites; boundary changes/ optional attendance zones; converting administrative space into classrooms; and joint use of other educational facilities. The remaining five strategies--transporting students to alternative sites, double-session schools, leasing land for portables or trailers, leasing commercial or

private space, and space shared with local entities--were considered but not recommended because of their minimal impact on housing students or impracticality.

Financing methods are also described in short narratives. These financing methods are divided into several categories. Income sources are categorized as known, anticipated, possible and least-likely. Staff considered fifteen income sources that may be available to the district to fund solution strategies in this master plan. Six different debt instruments are also considered as possible financing methods. These financial options include developer fees, lease income from closed schools, the state school construction program, sale or long-term lease of closed schools, funding programs from the state and/or federal government, voter-approved general obligation bonds, special purpose taxes, government grants, and revenue bonds.

A. Solution Strategies

Recommended Solution Strategies

1. Construction of New Schools

New school construction is the most apparent solution strategy to house the projected growth. However, the number of schools to be constructed is dependent on the availability of local, state* and federal funds for the construction of schools, acquisition of land and long-term projection of growth. Funds from these sources are extremely limited at this time. Therefore, new school construction and other solution strategies will have to be combined to meet the needs of the projected enrollment growth in the district.

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* A discussion of the state building program, the Greene-Hughes School Facility Act of 1986, can be found in Section IV. B. of this report.

2. Multi-Track Year-Round Schools

Changing the school schedule from traditional to a multi-track year-round pattern provides facilities relief, either by allowing a school to accommodate more students or reducing the number of students on campus at any one time. Multi-track programs on a four-track schedule can increase a school's capacity by 33 percent while programs on a three-track schedule can increase a school's capacity by 50 percent. Research and experience in other districts, particularly Los Angeles, indicate that multi-track year-round schedules can operate in elementary and secondary schools. A comprehensive policy analysis on multi-track year-round schools is found in the Long-Range Facilities Master Plan Support Materials document.

3. Double-Session Kindergarten

It is the current policy of the San Diego Unified School District to offer single-session kindergarten whenever possible. As district enrollment grows and space becomes limited, it may be necessary to schedule kindergarten on a double-session format (morning classes and afternoon classes) to accommodate more students in existing facilities. The district successfully operated double-session kindergarten during previous eras of enrollment growth. A policy analysis on double-session kindergarten is found in the LRFMP Support Materials document. A new policy statement on double-session kindergarten is presented in the recommendation section of this report.

4. Reconstruction/Refurbishing

Reconstruction or refurbishing of older school facilities can be accomplished through participation in the state building program or through the use of locally-derived funds.* Four Mid-City elementary

* A discussion of the state building programs, the Greene-Hughes School Facility Act of 1986, can be found in Section IV. B. of this report.

4. Reconstruction/Refurbishing (continued)

schools have been proposed in this plan for reconstruction using locally-derived funds. The use of state funds for this type of activity is dependent upon eligibility and participation in the state building program. Refurbishing of older schools contributes positively to the learning environment. Improvements to the aesthetics of a school campus through regular painting and repair can fulfill this need.

5. Policy/Program Changes

The use of district facilities is dependent upon the various programs offered and policies which specify program design. Different program designs may provide overall relief for current facility needs. Policy changes such as instituting a seven-period day or staggered starting times at secondary schools reduce the number of students on campus, especially at the beginning and end of the day, thus providing temporary relief for a crowded school. Such policies need to be considered in light of maintaining integrated learning settings.

6. Purchasing or Leasing Portables or Trailers to House Students

Portable classrooms or trailers can be leased on a long- or short-term basis to house students in overcrowded areas. The use of portable classrooms or trailers depends upon available space at school sites and the cost effectiveness of this strategy. Trailers and portables are currently being used at district schools to accommodate enrollment.

7. Reopening Closed School Sites

The district closed several under-utilized school sites in recent years in response to the decline in student enrollment. As part of the annual review of the LRFMP, it will be important to assess the need to reopen closed sites to house growing enrollments. Program or policy changes in regard to integration, special education and transportation services must be taken into consideration if currently closed school sites are reopened.

8. Boundary Changes/Optional Zones

Specified boundaries and zones designate the attendance of students at particular district schools. Any changes to these designations can affect enrollment in schools. Boundary and zone changes are used to adjust enrollment and improve housing capacity. These changes adhere to district procedure in relation to the following criteria--racial/ethnic balance, program impact, facility impact, travel, topography and safety.

9. Converting Administrative Space Into Classrooms

Several district-owned facilities are used for administrative purposes including the Education Center, Whittier, Stevenson, and Bandini elementary schools. These facilities could be converted into operating schools as a solution to the enrollment growth. If this strategy is considered, it would be necessary to find space for those displaced administrative services.

10. Joint Use of Other Educational Institutions' Facilities

The establishment of agreements for joint use of facilities with other educational institutions could provide relief to overcrowded schools. San Diego Community College currently uses district facilities in this manner to conduct their adult education programs.

Solution Strategies Not Recommended

11. Transporting Students to Alternative Sites

Students in overcrowded schools could be transported to under-utilized schools or currently closed sites. This strategy would depend upon integration and special education considerations and the availability of buses. This alternative is currently in effect at one elementary school and provides minimal relief. As long as this alternative remains voluntary it will have a minimal effect on the district's facility needs. Up to this point, community members have not supported this solution strategy on an involuntary basis.

12. Double-Session Schools

Another way to increase the capacity of a school is to schedule students on double sessions. This format doubles the capacity of a school by having one session in the morning and another in the afternoon. Double-session schools accommodate two schools in one building. Although double-session schools existed in previous growth eras, the minimal instructional minute requirements established in Stats. 1983 Chap. 498 (SB 813) legislation may preclude instituting them at this time.

13. Leasing Land for Portables or Trailers

Leasing land on which to place portable classrooms or trailers is another possible option. This strategy can be used as a short-term solution to house students in those areas where the heaviest overcrowding occurs. While this strategy has been used before, it is not being recommended in the master plan because the district anticipates having land available in places where schools will be needed.

14. Leasing Commercial or Private Space for School Use

Available commercial or private space in overcrowded areas could be leased by the school district on a short- or a long-term basis to house students and programs. This solution strategy is not being recommended because of its minimal impact in housing the projected enrollment growth.

15. Space Shared With Local Entities

District facilities are shared with local agencies for a variety of purposes. These facilities could be used by the district on a full-time basis to house students. Discontinuing shared space would have a very small impact on housing the projected enrollment growth because this arrangement has been used to a limited extent.

B. Financing Methods: Income Sources and Debt Instruments

1. Income Sources

a. Known Income Sources

1. Present Developer Fee Fund

Developer fees have been collected under the various revisions of the Policy for Determining the Availability of Schools dated August 17, 1971. The use of these funds is generally restricted to the urbanizing areas of the district as defined in City of San Diego Council Policy 600-10 and 600-22. South Bay Terrace, Mira Mesa/Scripps Ranch, Tierrasanta and University City are examples of urbanizing areas. There exists a balance, as of September 30, 1986, of $7,495,059 in funds that have been collected from developers based on new residential construction in the urbanizing areas of the district.

2. Lease Income from Eleven Closed Schools (ZV Fund)

Currently, the district leases eleven closed school sites to local organizations under district policy. These leases range from one to twenty years. The sites include: Anderson, Benchley, Cleveland, Decatur, Forward, Grantville, Hale, MacDowell, Marcy, Montezuma and Scripps. These school sites will generate $950,791 of income for 1986-87. The level of income is expected to reach $1,002,869 in 1987-88, $1,022,041 in 1988-89 and is projected to continue at the $1 million level thereafter.

b. Anticipated Income Sources

1. Outstanding Developer Fee Agreements (ZN Fund)

In addition to the balance discussed in the previous text on developer fees, agreements were executed with developers prior to September 23, 1986 that have the potential of producing approximately $11.5 million over several years. These agreements will be honored for urbanizing areas defined under city policies 600-10 and 600-22 under the newly authorized development fee policy effective January 1987.

b. Anticipated Income Sources (continued)

2. Newly Authorized Development Fee Program

In the 1986 state legislative session, major changes were made to standardize fees collected from developers of residential units. Effective January 1, 1987 school districts may collect $1.50 per square foot for new residential construction and increased habitable space in existing residential buildings. Authority was also given for districts to levy up to 25¢ per square foot of new construction for commercial and industrial development. If this fee is levied to the maximum extent, the income to the San Diego Unified School District is estimated to exceed $11 million in 1987 and slowly decline in subsequent years as the district is fully built out.

c. Possible Income Sources

1. Greene-Hughes School Facility Act of 1986 (State School Construction Program)

This legislation's shared funding concept enables local school districts to apply to the state for use of voter approved general obligation bond funds ($800 million were authorized in November 1986) and match those funds with local monies to construct a school project. A school district must meet certain eligibility standards in order to receive any funds under this lease-purchase legislation. In addition, a district must use all unencumbered monies available to fund the proposed project before the state will consider providing any financial support. At the present time, the district is proposing to meet its capital needs outside of the state school construction program because of several state requirements and factors, which follow.

° Eligibility--Current requirements would allow the district to establish eligibility based on only three- or five-year enrollment projections precluding longer term projections which could possibly establish a greater facility need. Based on state standards, eligibility could only be established by actually having unhoused students.

- Demonstrated Need--The system for establishing need in the state program places the district in competition with all other districts in the state for limited funds. Although the district need is great, it may not fall within the most pressing facility needs statewide, and thus, not qualify for limited state funds.

- Unencumbered Funds--The requirement to use all unencumbered funds before receiving state funds would place the district in a position of having to exhaust all district financial resources.

- Sale or Lease of Surplus School Sites--This requirement would result in the district paying the state all funds derived from the sale or lease of surplus school sites, and these funds would not be available for other capital improvements within the district.

- Construction of Schools in Increments--This requirement would result in the district building schools in increments as unhoused student eligibility is established. This type of construction would preclude building and opening a comprehensive school at one time.

- Square Footage and Cost Standards--This requirement would result in the district building schools to state square footage and cost standards which fall below the district's current operating standards. The state standards are austerity standards developed after World War II and have undergone relatively little upgrading despite the expansion of school program and curricular offerings.

- Developer Fees--This requirement would result in the district paying all developer fees to the state collected between the date of project approval and date of completion. These funds would not be available for the district's other capital needs.

- Maintenance--This requirement would result in the district having to devote two percent of its budget on an annual basis for maintenance.

These state requirements and their identified disadvantages have resulted in the district proposing a facilities master plan outside of the state program. The district must continue to weigh the constraints and restrictions associated with the program against the district's ability to otherwise fund its construction needs. The district will continue to consider the state building program as a future option, and contribute to the shaping of legislation that would enhance the district's potential participation. A full description of the state building program is included in the Long-Range Facilities Master Plan Support Materials document.

2. Long-term Leases of Surplus Sites

The first of a number of school sites is expected to be leased in the early months of 1987. This effort, Porterfield and MacMullen, is expected to yield in excess of $1 million per year and will continue at an increased yield over the 65-year period of the lease. The other sites proposed for long-term leasing--Dana, Farnum, Cleveland, Scripps and Grantville--are currently being studied by a Joint City Council/ School Board Task Force. The Task Force has addressed issues concerning the Naylor Act (Education Code §39390) which allows the city to acquire surplus school district recreational property under certain conditions. The Task Force has also examined zoning issues related to school district property in order to assure compatible use with the surrounding community. The City Council and School Board are expected to adopt a memorandum of understanding concerning the process for determining the future long-term lease of closed school sites. Currently, each site with the exception of Dana and Farnum has a short-term lease in the property.

3. Sale of Surplus Sites and Remnant Parcels

Unimproved sites that are no longer needed by the district can be sold or exchanged as a part of the board approved Property Management Program. Remnant parcels of operating school sites will also be analyzed for further need and sold as appropriate. These sites and remnants have

not been appraised and no estimate of income is available at this time.

4. Year-Round School Incentive Program

Under the 1986 legislation as approved, the state encourages the use of existing facilities to the maximum extent in lieu of building more school facilities. To encourage districts to use schools on a multi-track year-round basis, the district may elect to place schools on year-round operation rather than building a new facility. Consequently, the district would be able to receive up to $125 per student from the state over the period of years the schools are operated on that basis. However, to receive this incentive funding districts must be eligible and have an approved application on file. In addition, the district would be required not to build a new school. At the present time the district has not established eligibility and does not have an application on file. Thus. the district does not qualify for the incentive funding.

5. California State Transportation Department Freeway Noise Abatement Funds

When federal and state freeways are constructed in the vicinity of public schools the state is responsible for the administration of a noise abatement program within the affected schools. Central Elementary School will be affected by the development of Interstate Highway 15 through Mid-City and as a result is expected to be eligible for noise abatement funding from this source when highway construction begins.

6. Community Development Block Grant Program

The federal government funds community development block grants which are grants based on local agencies' applications. In 1984, school districts became eligible to receive funds from federal monies distributed to cities for block grant purposes. The school district has competed for a share of these monies distributed by the City of San Diego and has been unsuccessful to date. The district may receive some benefit from the program in the future.

7. Residual Authority of Proposition XX Tax Rate Increase

San Diego voters approved a 38.3-cent tax rate increase on real property in November, 1974 to run through the year 2002. This rate increase was for the purpose of constructing 21 school facilities. The facilities were constructed through the sale of revenue bonds by a non-profit corporation which leases the constructed facilities to the district. The district uses the tax rate income to make the necessary lease payments, and the lease income is used by the corporation to amortize the outstanding bonds. Currently, only 16 to 20 cents of the original amount is needed to make the lease payments, leaving the difference up to 38.3 cents unused. The district is investigating the feasibility of utilizing this residual authority for future school construction at 21 specific sites authorized in the ballot issue.

d. Least-Likely Income Sources

1. Voter Approved General Obligation Bonds

After the elimination of this funding mechanism for school facilities by the passage of Proposition 13 in 1978, California voters reinstated voter approved general obligation bonds for school facilities in the June 1986 election. This means of raising money requires approval by a 66 2/3 percent majority of those voting. An election for this purpose may be called for by local boards of education.

2. Voter Approved Special Purpose Taxes

Following the passage of Proposition 13 in 1978, ad valorem property taxes may not exceed one percent of assessed property value. Voters may approve a special tax such as parcel or acreage taxes. The ballot item must specify the duration that the increased rate will be in effect and the specific purposes for which the tax revenues will be used. This special purpose tax election requires approval by a 66 2/3 percent majority of those voting.

3. Public Law 815 Federal Government Grants

Public Law 815 was enacted by the United States Congress to assist in the construction of public school facilities in areas of the country that are affected by large numbers of student dependents of military personnel or personnel who work at military installations. Over the years, several of the district's schools have been constructed from this source of funds with the most recent ones being Miller, Hancock, and de Portola. In recent years, Congress has not appropriated sufficient funding to implement this law at a meaningful level throughout the country.

4. City/County of San Diego Redevelopment Projects

Under state law, the Health and Safety Code, areas of "blight" may be designated as redevelopment projects administered by local agencies. In 1986, legislation was approved that requires any agency undertaking a redevelopment project and making substantial changes in housing patterns to include the local school district in its planning efforts. School districts have recently begun to participate more in the formation of redevelopment areas. Some districts have realized funds from agencies throughout the state while others have had facilities constructed for them by a redevelopment agency.

2. Debt Instruments

In the event a school district does not have sufficient income to finance its needed construction projects on a cash basis, several forms of debt instruments are available. All of the following instruments are similar in that they allow districts to receive the total money needed to construct a project before the project is started. All such borrowed money can be paid back over a specified time period. These instruments of credit are applicable only to school districts with the income stream resources required to repay the debt once it is created.

a. Revenue Bonds Issued by Local Nonprofit Corporation for Lease-Purchase of Facilities

The nonprofit San Diego Unified School District Public School Building Corporation has the authority to sell revenue bonds, generating income needed to construct school facilities. These bonds can be marketed and subsequently sold when the district can prove to prospective bond buyers its ability to make annual lease payments over a period of years. The corporation must repay the money plus interest represented by the bond sale. This process was used to sell four different series of bonds which funded the 21 facilities constructed under the voter-approved Proposition XX in 1974.

b. Loans from Revenue Bonds Issued by California School Finance Authority

This process is similar to the previous instrument except that the California School Finance Authority sells bonds and lends the bond proceeds to local school districts to lease-purchase school facilities. These loans must also be paid back over a period of time. The bond sale rating may be of higher quality under this process because of the credit worthiness of the state's involvement.

c. General Obligation Bonds Issued by Local School District Following 66 2/3 Percent Voter Approval

Bonds issued following a vote of a district's electorate, constitute a general obligation bond. These bonds receive a higher debt quality rating than revenue bonds, resulting in a lower interest rate for the money borrowed. The district has $6.6 million of these type bonds outstanding as of July 1, 1986. Elections can be called for by the issuance of general obligation bonds by local boards of education.

d. Revenue Bonds Issued by Mello-Roos Benefit District

California State Government Code §53311 provides authority for land owners and registered voters to approve the creation of an assessment district encompassing their properties. This authorization can be

used to assess an annual tax on real property to pay for bond issues to build public facilities. The process has been most successfully used on large parcels of undeveloped land where few land owners have been involved. Mello-Roos may be viable in those remaining undeveloped areas of the district.

While this strategy is currently being investigated, specific recommendations in the Long-Range Facilities Master Plan are based on known resources. If Mello-Roos were employed, it could have the effect of accelerating the realization of revenue and, therefore, the implementation timetable. Implementation of a Mello-Roos plan may not necessarily result in a net increase of funds because it is likely to offset development fees for that same area. Expenditure of Mello-Roos funds are not limited to the areas in which they are raised.

e. Certificates of Participation Issued for Lease-Purchase of Facilities and Equipment

Similar to any other agreement for lease-purchase of capital outlay items, in this process the district sells part of a lease to investors and subsequently issues those investors "certificates of participation" as evidence of the debt created. This instrument of debt is similar to a revenue bond. It is currently used for purchase of school buses and other equipment over short periods of time. This process is used less often for facilities because of the income source needed to repay debt over a 20- to 30-year period.

The district was successful in initiating new legislation that allowed certificates of participation (COP) for lease-purchase agreements without voter approval. Prior to AB 1152 (Sterling) voter approval for COP agreements was required.

f. Lease-Purchase Agreement with State for Construction Projects under Greene-Hughes School Facilities Act of 1986

If a district receives an apportionment from the state for school construction under the present program, the district is expected to

repay the apportionment if it has sources of revenue other than for operations. In these instances the state apportionment is a loan which must be paid back in the form of annual lease-purchase "rent" payments. This debt instrument can be used only if the district is eligible to qualify for an apportionment under this program by state building and student loading standards. In addition the district must commit two percent of its general fund budget to maintenance in order to qualify for the program.

V. IMPLEMENTATION STRATEGIES, TIMELINE, AND FUNDING

This section of the plan consists of four sub-sections: 1) a discussion of the relationship of solution strategies to RPA recommendations; 2) charts of fifteen high school attendance areas with "Recommended Solution Strategies for Facility Needs by School and Year;" 3) "Cost Requirements for Capital Projects;" and 4) "Funding of Proposed Capital Projects." The proposed operating budget for this plan is attached as an addendum to this report.

A discussion of the relationship between the recommended solution strategies and RPA recommendations follows. This narrative is intended to highlight the high level of consistency between the LRFMP proposal and the recommendations of the RPA Citizens' Committees.

A. Relationship Between Solution Strategies and RPA Recommendations

Phase II of the Long-Range Facilities Master Plan concluded with the formation of solution strategies which apply to San Diego City Schools. These strategies were determined by district staff after review of all pertinent data from the Phase I studies and the more than 60 recommendations from the Regional Planning Area (RPA) community reports. A variety of solution strategies is proposed in order to address the district's facility needs with respect to the uncertainty of available financial resources. Priorities have been determined based on the greatest need for housing students and the availability of resources to fund particular projects.

Ten solution strategies are being recommended in the accompanying charts to meet the facility needs in the district. The primary solution strategies

are new school construction, multi-track year-round schools, and double-session kindergarten. Seven additional recommended strategies include: reconstruction, purchasing or leasing portable classrooms or trailers, reopening closed school sites, boundary changes/optional attendance zones, converting administrative space into classrooms, and joint use of other educational institutions' facilities.

Both the RPAs and the master plan recognize the need to have a variety of alternative solution strategies to meet the facility needs of the district. Individual strategies should be considered within the context of all solutions being suggested districtwide. In comparing the RPA recommendations with the final master plan recommendations there are many parallels. New school construction and multi-track year-round schools are recommended by community members in the RPA reports and in the solution strategy charts which follow. New school construction is proposed for areas of the district that are projected to experience greatest growth.

The expansion of multi-track year-round schools is recognized by RPA community members and district staff as a way to provide facility relief, especially in RPAs II and III. The district will need to expand its current multi-track year-round school program to include both secondary and elementary schools. A study completed in December 1986 examined the impact of implementing more multi-track year-round schools. The district has had much experience with this form of scheduling in the past, including the current multi-track program at Brooklyn Elementary. In order to minimize the impact of multi-track year-round schools, several steps will be followed. Although the plan recommends that one elementary school shift to a multi-track year-round schedule in 1987-88, most multi-track year-round schools are recommended for 1988-89. Elementary and secondary schools within a particular high school attendance area will coordinate their multi-track year-round schedules so the tracks correspond. Prior to the transition from a traditional to a multi-track year-round school schedule, the district will sponsor several informative meetings to explain the new schedule and respond to questions and concerns that may arise.

Multi-track year-round schools are being recommended in almost all of the elementary schools in RPA III. This is being proposed not only to relieve

overcrowding but to reduce school size. An elementary school on traditional schedule with 1000 students can reduce its enrollment to 750 children at any one time on a multi-track format. The use of multi-track year-round schools to reduce school size is intended to address RPA III's concern about the size of schools and the effects that overcrowding has on the learning environment.

Community members on the RPA committees recommended leasing portables and considering changing attendance boundaries and optional zones as ways to meet facility needs. Both recommendations are used by district staff as feasible solution strategies in different parts of the district. RPA members also recommended using under-utilized sites as a solution to growth. Under-utilized sites will be used to house many of the various district instructional programs. The master plan also includes opening some of the currently closed school sites to accommodate projected growth in several areas of the district, as recommended by RPA members.

Issues regarding equity in school facilities were presented in each of the RPA reports. The master plan is designed to address facility planning throughout the district and not in one particular area. In growth areas, solution strategies such as new school construction and multi-track year-round schools are being proposed. In non-growth areas, the plan focuses on facility needs such as maintenance and refurbishing. Double-session kindergarten is proposed for schools throughout the district. The master plan process resulted in the revision of Administrative Procedure 3410 which included standards and priorities in specified areas for facility use on a districtwide basis.

RPA III members recommended that the district set a maximum elementary school size, lower class size wherever possible, and implement ar early intervention program in preschool through third grade with student/teacher ratios no higher than 15 to 1. The implementation of multi-track year-round schools with the intent of reducing a school's size is one approach to these concerns. Although staff recognizes the importance of early intervention programs, this issue goes beyond the scope of the LRFMP and requires resources that are not currently available. District staff speculate that future

state initiatives to reduce class size may be tied to efficient use of facilities, such as multi-track year-round schools. The district will continue to explore reducing school and class size as funds become available for such efforts.

Community members recommended that the district invest more staff time to identify, acquire, and manage funds for capital improvements and actively pursue available funding sources. As part of the implementation plan, the district has designated specific management staff for this purpose. The master plan process was designed to explore a variety of solution strategies and financing options. As the plan is reviewed annually, district staff will need to take a proactive stand in identifying and obtaining resources to meet facility needs and will make regular progress reports in this regard. The RPAs had specific recommendations supporting the collection of developer fees and the continuance of the district's property management program. Developer fees and property management are integral elements of this master plan.

RPA members set forth expectations on the provision of well-maintained learning environments in good repair, the need to improve communication, and to encourage involvement of community members in addressing facility issues. The maintenance of proper learning environments is an underlying assumption of the plan. Community members will continue to be involved in facilities planning through the formation of the LRFMP citizens' review committee.

B. Solution Strategies for Facility Needs by School and Year

Solution strategies by school and year follow, presented by high school attendance area. Each chart lists all elementary, junior high/middle and secondary schools that have a high school attendance area feeder pattern. The school's operating capacity, grade configuration and forecasted enrollment for 1987-88 through 1990 is presented. There are district schools and programs that are part of the annual total district forecast which do not have a feeder pattern. They have no identified housing needs based on the enrollment forecast. These schools and programs are not included in the

recommended solution strategy charts but are included in the cost calculations for maintenance in Table III. Schools not included in the following charts are: Darnall, Garfield, Longfellow, Mission Beach, Muir, Revere, Schweitzer, Twain and Wiggen. Programs not included in the solution strategy charts are: Pregnant Minors, Homebound, Independent Study, Licensed Children's Institution (LCI) and Transition programs. After 1990, most forecasts are presented in aggregate form by total senior, junior high/middle, and elementary levels. For each time period where a facility need exists, a specific solution strategy such as double-session kindergarten or additional portables, for example, is recommended. The solution strategy charts are followed by Table I which presents all proposed construction, reconstruction and refurbishing projects by date of completion. Abbreviations used throughout the solution strategy charts are explained below.

-dbl-sess K.	=	double-session kindergarten
-sgl-sess K.	=	single-session kindergarten
-ptbl.	=	portable classrooms
-bndry stdy	=	attendance boundary study
-m.t. YRS	=	multi-track year-round school
-trad sched	=	traditional school-year schedule
-K	=	kindergarten

The demographic study carried out by Criterion Incorporated in 1985 provides the framework for the Long-Range Facilities Master Plan. The forecasting process assumed the continuance of certain demographic and economic conditions in effect at the time of forecasting. Demographic studies, in general, involve the examination of county, state and national trends. The enrollment patterns at San Diego Unified School District continue to reflect regional and national population growth.

Enrollment trends established by the demographic study are reflected in the solution strategy charts. These charts specify school-by-school planning and are intended to provide general guidelines for the direction and areas of emphases for planning within the district. Forecasts are presented for individual schools through 1990 and are aggregated by school level from 1991-2000. These data reflect the implementation of current educational,

integration and special programs policy. Two primary assumptions are held in the 1987-2000 forecasts. One assumption is that current programs at schools will continue. A second assumption is that forecasts will be revised as new data become available.

Forecasts are considered to be valid until the variables represented by the data used in the prediction models have changed. In San Diego Unified School District these data change on a day-to-day and month-to-month basis. It is important to recognize, therefore, that both primary assumptions play a vital role in the understanding and the utilization of forecasts. While program changes may result in school-by-school variations for a given forecast year, the total district forecast is more likely to be stable. Criterion-produced data are most reliable and valid on a districtwide basis, and most compatible with the focus of the Long-Range Facilities Master Plan.

SAN DIEGO CITY SCHOOLS
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Recommended Solution Strategies For Facility Needs By School and Year

CLAIREMONT ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Clairemont (1525)	1167 (9-12)	1111	1030	961	1090	1198
Marston (1235)	842 (6-8)	753	717	663	800	826
Alcott (420)	496 (K-5) -dbl-sess K*	479	467	453	At the secondary level, the h.s. and j.h. will be underutilized through the year 2000. The district should consider placement of new programs or expansion of existing programs at these sites.	
Bay Park (426)	435 (K-5) -dbl-sess K*	421	409	397		
Cadman (330)	334 (K-5) -dbl-sess K*	323	314	303	The total elementary enrollment projection for the Clairemont Cluster is 1540 in 1995 and 1577 in 2000. Existing facilities will accommodate projected growth with the institution of double-session kindergarten and the addition of one or two portables. Although projected enrollments do not require the reopening of two closed elementary schools, this issue should be reexamined in 1995.	
Toler (240)	279 (K-5) -dbl-sess K*	274	266	258		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
1-20-87 (12-24-86-A)

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Recommended Solution Strategies For Facility Needs By School and Year

CRAWFORD ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Crawford (1763)	1743 (9-12)	1730	1719	1730	1995 -add 7 ptbls. between 1991-1995	2008
Mann (1688)	1336 (6-8)	1365	1394	1422	1537	1626
Carver (258)	316 -add 1 ptbl. (K-5) -dbl-sess K*	317	320	322	Between 1991-95, the Crawford Cluster elem. schools enrollment is projected to grow to 3797. Existing facilities and double-session kindergarten will accommodate this growth with the addition of five portables.	Between 1995-2000, the Crawford Cluster elementary school enrollment is projected to be 3584. No additional facilities will be required during this period.
Clay (330)	347 (K-5) -dbl-sess K*	348	351 -add 1 ptbl.	354		
Hardy (370)	351 (K-5) -dbl-sess K*	359	364	367		
Jackson (580)	625 (K-5) -dbl-sess K*	630	635	640		
Marshall (540)	557 (K-5) -dbl-sess K*	560	563	565		
Oak Park (796)	728 (K-5) -sgl-sess K**	733	737	742		
Rolando Park (450)	444 (K-5) -sgl-sess K**	456 -add 1 ptbl.	463	476		
Darnall/ Montezuma					In 1995, reexamine the closure of Darnall and Montezuma to determine if need exists for reopening an additional comprehensive elementary school.	

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.

** Court identified minority isolated school or magnet school

1-20-87 (12-24-86-B)

SAN DIEGO CITY SCHOOLS
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Recommended Solution Strategies For Facility Needs By School and Year

HENRY ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Henry (2466)	2140 (10-12)	2125	2075	1991	2211	2356
Lewis (974)	820 (7-9)	843	866	891	In 1995, 7-9 forecast for Lewis/Pershing is 2161. No add'l facil. required during this period.	In 2000, 7-9 forecast for Lewis/Pershing is 2171. No add'l facil. required during this period.
Pershing (1181)	997 (7-9)	1008	1121	1030		
Benchley-Weinberger (510)	519 (K-6) -sgl-sess K** -add 1 ptbl.	521	523	525		
Dailard (660)	580 (K-6) -sgl-sess K*	605	619	623		
Foster (600)	609 (K-6) -sgl-sess K**	612 -add 1 ptbl.	619	623		
Gage (690)	709 (K-6) -dbl-sess K*	716	723	730		
Green (480)	503 (K-6) -sgl sess K** -add 1 ptbl.	509	513	517		

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
** Court identified minority isolated school or magnet school
1-20-87 (12-24-86-C)

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Recommended Solution Strategies For Facility Needs By School and Year

HENRY ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Hearst (300)	230 (K-6) -dbl-sess K*	218	220 -Bndry Study to enlarge attend.area	222		
Marvin (348)	396 (K-6) -dbl-sess K*	400	403 -Bndry Study	406	Between 1991-1995, Henry Cluster elementary enrollment will grow to 3821, an increase of 175. Growth can be accommodated at existing sites if Hearst boundary is redrawn to enlarge attendance area and redistribute students.	Between 1995-2000, Henry Cluster elementary enrollment will decline to 3659. Existing facilities can accommodate projected enrollment during this period.
Benchley Forward					In 1995, reexamine the closure of Benchley and Forward to determine if need exists for reopening additional comprehensive elementary schools.	

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
1-20-87 (12-24-86C1)

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HOOVER ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Hoover H.S. (2047)	2140 - add 3 ptbls. (9-12)	2187 -add 2 ptbls.	2234 -add 1 ptbl.	2282 -add two ptbls.	2451 - Between 1992 and 2000 add up to 8 portables or institute m.t. YRS.	2511
Wilson J.H. (1723)	1641 (6-8)	1658	1677	1690	1890 Between 1992 and 2000, add up to six portables.	1934
Adams (540)	605 -dbl-sess K* (K-5)	630 -	657 - m.t. YRS-> -700- Reconstruction on line in 1989-90 with capacity for 750. Multi-track year-round school will allow for reduction in school size			
Central (660)	793 -dbl-sess K* (K-5)	801 -bndry stdy -m.t. YRS-	813 - 865 Reconstruction on line in 1991-92 with 750 capacity. m.t. YRS will allow for reduction in school size			
Edison (420)	534 -dbl-sess K* (K-5) -add 1 ptbl.	547 -add 1 ptbl. -bndry stdy	560 - 574 Reconstruction on line in 1990-91 with 550 capacity. Between 1991-2000, add one or two portables.			
Euclid (990)	951 -dbl-sess K* (K-5)	980 -m.t. YRS - -bndry stdy	1038 1105 Reconstruction on line in 1994-95, facility for 950. Multi-track year-round school will allow for reduction in school size.			
Franklin (510)	506 -dbl-sess K* (K-5)	511	519	526		
Hamilton (760)	791 -dbl-sess K* (K-5)	813 m.t.YRS - - - - -	836 - - > Will allow for reduction in school size	851		

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.

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HOOVER ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Rowan (256)	263 -dbl-sess k* (K-5)	267	270	277		
Hoover Elem #8 (750)	(K-5) NOTE: The Garfield site was studied to determine the feasibility of converting it to an elementary school in place of building Hoover Elementary #8 with its land acquisition costs. District staff, after studying this alternative, decided that the site would be 1) too geographically distant from the Hoover population center and 2) the cost of conversion and relocating the Garfield program outweighed the benefits that might be derived.				Boundary study at all Hoover elementary schools in 1995-96. New elementary school with 750 capacity on line in 1996.	
					Between 1991-1995, the Hoover Cluster elementary schools enrollment is projected to be 4915. Reconstruction, the construction of one elementary school, and m.t. YRS will accommodate the projected growth	Between 1995-2000 the Hoover Cluster elementary enrollment is projected to be 4747. Solution strategies instituted in prior years will continue to serve facility needs adequately in this area.

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* If double-session kindergarten is implemented, it is assumed that it will continue thereafter.

1-20-87 (12-24-86D1)

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KEARNY ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Kearny H.S. (1470)	1355 (10-12)	1339	1321	1303	1739 -Add 9 portables between 1992-95.	1992 -Add 8 portables between 1996-2000.
Montgomery (1242)	819 (7-9)	837	903	1021	By 1995, the 7-9 enrollment will be 2089 at Montgomery and Taft. Existing facilities will need to be supplemented with two additional portables.	Between 1995 and 2000, the 7-9 enrollment will be 2169 at Montgomery and Taft. Existing facilities will need to be supplemented with three additional portables.
Taft (778)	532 (7-9)	540	543	555		
Angier (690)	751 (K-6) -dbl-sess K*	757	756	754	Between 1991-95 the Kearny elem. enroll. is projected to be 5739. Thirty additional portables will be required or the reopening of Twain as a comprehensive elementary school. Portables will be allocated on a proportional basis taking into account current enrollment and projected growth.	Between 1995-2000, enrollment will stabilize at the elementary level. No growth is projected and there will be no need for additional facilities.
Carson (420)	462 (K-6) -dbl-sess K*	465	468	471		
Chesterton (600)	613 (K-6) -dbl-sess K*	615	614	612		
Cubberley (259)	283 (K-6) -dbl-sess K*	284	283	283		
Fletcher (314)	318 (K-6) -dbl-sess K*	318	318	319		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.

1-20-87 (12-24-86-E)

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KEARNY ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Jones (356)	363 -dbl-sess K* (K-6)	367	372	377	In 1991-95, refer to text in Angier, Carson, Chesterton, Cubberley, Fletcher.	
Juarez (260)	266 -dbl-sess K* (K-6)	265	264	264		
Linda Vista (984)	970 -dbl-sess K* (K-6)	977 -m.t. YRS-	981 - - - - - - - -	989 - - - - -	- M.T. YRS will accomodate approximately 1400 students.	- - - - - - - - - - - - >
Ross (510)	492 -dbl-sess K* (K-6)	490	490	489	In 1991-95, refer to text in Angier, Carson, Chesterton, Cubberley, Fletcher.	
Wegeforth (270)	251 -dbl-sess K* (K-6)	247	245	244		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
1-20-87 (12-24-86E1)

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LA JOLLA ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
La Jolla (1388)	1295 (10-12)	1283	1271	1257	1426 Between 1991-95, add four portables.	1483 Between 1995-2000, add two additional portables.
Muirlands (1219)	921 (7-9)	914	903	891	1120	1131
Bird Rock (450)	439 (K-6) -dbl-sess K*	444	458 -add 1 ptbl.	472	Between 1991-95, the La Jolla Cluster Elem. enrollment is projected to be 1616. During this time period the district should consider reopening Decatur or adding up to ten portables among the three operating schools.	Between 1995-2000, the La Jolla Cluster Elem. enrollment will stabilize. No additional facilities will be needed in this time period.
La Jolla Elem. (606)	550 (K-6) -dbl-sess K*	570 -add 1 ptbl.	589 -add 1 ptbl.	609		
Torrey Pines (330)	341 (K-6) -dbl-sess K*	350	361	371		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for the specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
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LINCOLN ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Lincoln H.S. (1201)	844 (9-12)	862	878	895	Between 1995-2000 the total 7-12 enrollment at Gompers and Lincoln will be between 3000-3088. Current facilities at the two sites can accommodate 2950. Four additional portables required between 1995-2000. Any expansion or stabilization of magnet programs will need to adjust facilities accordingly.	
Gompers (1742)	1703 (7-12)	1714	1725	1733		
	Lincoln and Gompers can accommodate projected enrollments on traditional calendar in existing facilities until 1995.					
Baker (720)	740 (K-6) -sgl-sess K** -add 1 ptbl.	777 -m.t YRS- →	820 - - - - - - - -	880 - - - - - - - ->	Multi-track year-round school will accommodate projected growth as well as allow for expansion of magnet program.	
Balboa (1020)	1105 (K-6) -sgl-sess K** -add 3 ptbls.	1174 -m.t. YRS-	1245 - - - - - - - -	1314 - - - - - - - ->	Multi-track year-round school will accommodate projected growth as well as expansion of magnet program.	
Chollas (822)	813 (2-6)	837	890 -m.t. YRS → Pick up GR 1 from Mead - - - ->	943 - - - - - - - ->	M.t. YRS and addition of Grade 1 from Mead will require expansion of playground facilities.	
Emerson (996)	958 (K-6) -sgl-sess K** -trad. sched.	1012 -m.t. YRS →	1074 - - - - - - - -	1140 - - - - - - - -	Reopening of Bandini (K-2) in 1994 and multi-track year-round school will allow for reduction in school size. School converts to a 3-6 when Bandini opens. - - - - - - - -

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LINCOLN ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Kennedy (690)	573 -sgl-sess K** (K-6) No change - -	609 - - - - - - - - -	648 - - - - - - - - -	681 - - - - - - - >	Any change in magnet program should include review of facilities. Portables may be needed in mid-1990s.	
Bandini (750)	(K-2) -sgl-sess K**				Reopen as a regular elementary with permanent facilities for 750 in 1994-95. Conduct boundary studies in 1993-94 at surrounding schools (Baker, Chollas/King optional, Emerson, King, Logan) to reduce their school size. At reopening determine if year-round school or traditional schedule should apply.	
Knox (870)	844 -sgl-sess K** (K-6) -trad. sched.	888 -m.t. YRS-	938 - - - - - - - - -	1007 - - - - - - - >	Multi-track year-round school will allow for reduction of school size and expansion or enrichment of magnet program.	
Mead (390)	352 -sgl-sess K** (K-1)	367	190 - K only	204 - K only	Add up to three additional portables between 1991-2000.	
Webster (510)	483 -sgl-sess K** (K-6) -trad. sched.	513 - - - - - - - - -	548 - - - - - - - - - -add 1 ptbl.	554 - - - - - - - > -add 1 ptbl.	Remain on traditional schedule; up to four additional portables will be needed between 1991-2000.	
					Between 1991-95 the Lincoln Cluster elem. enroll is projected to be 8741. Proposed solution strategies will accommodate projected enrollment.	Between 1995-2000, the Lincoln Cluster elem enroll. is projected to be 8665. Proposed solution strategies will accommodate projected enrollment.

NOTE 1: The implementation of multi-track year-round school at five identified schools will reduce their average size from the 750-1000 range to 500-800 range in the 1995-2000 time period.

NOTE 2: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

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** Court identified minority isolated school or magnet school

1-5-87-c.2 (12-24-86G1)

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MADISON ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Madison (2281)	2035 (9-12)	2007	1977	1949	2065	2189
Kroc (1294)	802 (7-8)	935	969	965	1199	1206
Field (360)	364 (K-6) -dbl-sess K*	373	388	402 -add 1 ptbl.	Between 1991-95, the Madison Cluster elementary school enrollment is projected to be 4250. The district should consider reopening MacDowell or Anderson or adding 10 portables among the seven operating elementary schools.	Between 1995-2000, elementary enrollment stabilizes with a slight decline. There will be no additional facility needs during this period.
Hawthorne (516)	499 (K-6) -dbl-sess K*	526	556	580 -add 1 ptbl.		
Holmes (438)	393 (K-6 -dbl-sess K*	416	441	464		
Lafayette (652)	583 (K-6) -dbl-sess K*	609	631	655		
Lindbergh (786)	806 (K-6) -add 1 ptbl. -sgl-sess K**	838 -add 1 ptbl.	869-add 1 ptbl. or m.t.YRS	900 -add 1 ptbl. or m.t. YRS		
Sequoia (398)	435 (K-6) -add 1 ptbl. -dbl-sess K*	419	434	452 -add 1 ptbl.		
Whitman (318)	362 (K-6) -dbl-sess K*	379	393 -add 1 ptbl.	407		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
** Court identified minority isolated school or magnet school
1-20-87 (12-24-86-H)

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MIRA MESA ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1992-1993 Forecast	1993-1994 Forecast	1995 Forecast	2000 Forecast
Mira Mesa H.S.									
Grade Configuration	10-12	10-12	10-12	10-12	9-12	9-12	9-12	9-12	9-12
Enrollment Forecast	2713	2826	2927	3009	3216	2790	2350	2600	3165
Capacity	3019	3019	3019	3019	3229	2809	2389	2629	3139
Ptbls.: Reduced/Needed	-11	—	—	—	+7	-14	-14	—	+17
Scripps Ranch H.S.									
Grade Configuration					9-10	9-11	9-12	9-12	9-12
Enrollment Forecast					1085	1697	2350	2500	2500
Capacity	—	—	—	—	2000	2000	2330	2510	2510
Ptbls.: Reduced/Needed					—	—	+11	+6	—
Wangenheim									
Grade Configuration	8-9	8-9	8-9	8-9	7-8	7-8	7-8	7-8	7-8
Enrollment Forecast	1757	1854	1451	1530	1120	1165	1209	1400	1575
Capacity	1879	1879	1549	1549	1219	1219	1219	1399	1579
Ptbls.: Reduced/Needed	—	—	-11	—	-11	—	—	+6	+6
New J.H. 7th Grade Portable (Located on J.H. Site)									
Grade Configuration	7	7							
Enrollment Forecast	891	940	—	—	—	—	—	—	—
Capacity									
Ptbls.: Reduced/Needed	35+								
New J.H. Permanent Structure									
Grade Configuration			7-8	7-8	7-8	7-8	7-8	7-8	7-8
Enrollment Forecast	—	—	1509	1600	1120	1165	1210	1200	1275
Capacity			1590	1590	1230	1230	1230	1230	1260
Ptbls.: Reduced/Needed			-22	—	-12	—	—	—	+1

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An optional attendance area is planned for secondary students in West Mira Mesa. Students living in the area west of a line formed by Parkdale Avenue and Parkdale Avenue extended from New Salem Street can elect to attend University City High and Standley Junior High.
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MIRA MESA ATTENDANCE AREA, (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
Breen (360)	308 (K-4) -dbl-sess K*	329	362	397		In 1996, Breen is closed. New K-6 school constructed at Hage site for 750. Schedule to be determined at time of opening.	
Ericson (978)	1019 (K-6) -dbl-sess K*	1111 -m.t.YRS	1209	1297 YRS will accommodate approx. 1400-1500 students.			
Hickman (660)	709 (K-6) -dbl-sess K*	754 add 3 ptbls. between 1988-1990.	804	861 Multi-track year-round school may have to be instituted to accommodate development.			
Jerabek (900)	1008 (K-6) -dbl-sess K* -boundry study -m.t. YRS -	1043	1086 - boundry stdy for new schl	1149 Multi-track YRS will accommodate approx. 1300-1400 students.			
Mason (900)	1034 (K-6) -dbl-sess K*	1096 m.t. YRS-	1159	1220 Multi-track YRS will accommodate approx. 1300-1400 students.			
Miramar Ranch (510)	654 (K-6) - dbl-sess K* - boundary study - add 1 ptbl.	671 Between 1988-90	688 -bndry stdy. for new school add up to 3 ptbls.	705 Consider multi-track year-round schools; multi-track year-round schools will accommodate approx. 900 students.			
Sandburg (780)	714 (K-6) - dbl-sess K*	787	854 add up to 2 ptbls.	926 Multi-track year-round school will accommodate approximately 1100 students.			
Walker (1106)	1033 (K-6) - dbl-sess K*	1125 -m.t. YRS-	1217	1270	Multi-track year-round school will accommodate approximately 1600 students.		

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
1-20-87 (12-24-8JV2)

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MIRA MESA ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
Scripps Ranch Elem. #1 (750)	---------- (K-6)	---------	---------	New school on line in 1990. Will adopt traditional or year-round schedule depending on development of area. Will accommodate 750 on traditional and approximately 1100 students on m.t. YRS.			
Scripps Ranch Elem. #2 (750)	NOTE: Full build-out of Miramar Ranch North is projected for 1995-2000 time period. Decisions for a second new elementary school after 1995 will be dependent upon projected development. District should plan to acquire sites for up to two additional sites in this area.				Between 1991-95 the Mira Mesa Cluster elem. enroll. is projected to grow to 9100. Proposed solution strategies will accommodate projected growth.	Between 1995-2000, the Mira Mesa Cluster elem. enrollment is projected to grow to 11,000. Proposed solution strategies will accommodate projected growth.	

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
1-20-87 (12-24-8JV3)

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MISSION BAY ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Mission Bay (1708)	1637 (9-12)	1591	1525	1467	1751 Between 1991-1995, add four additional portables.	1849 Between 1995-2000, add three add'l portables.
Pacific Beach (1210)	828 (6-8)	852	878	893	1098	1108
Bayview Terrace (440)	428 (K-5) -dbl-sess K*	431	434	439	Between 1991-95, Mission Bay Cluster elementary enrollment is projected to reach 1577. Existing facilities and double-session kindergarten will accommodate growth.	Between 1995-2000, Mission Bay Cluster elementary enrollment will stabilize at 1550. No additional facilities needed during this time period.
Crown Point (366)	337 (K-5) -dbl-sess K*	342	346	348		
Pacific Beach (306)	260 (K-5) -dbl-sess K*	267	269	273		
Sessions (426)	422 (K-5) -dbl-sess K*	428	429	436		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
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MORSE ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Morse H.S. (2326)	2135 (9-12) Staggered starting times - - - - - - - -	2281 - - - - - - - - -	2428 -add 3 ptbls. - - - - - - - - >	2246 - Convert Morse to Grade 10-12 high school.	2852 - Grades 10-12 - assess need for new h.s. based on how projected development occurs.	3050 - Grades 10-12
Bell J.H. (2345)	2435 (7-9) -add 3 ptbls.	2597 - m.t. YRS	2767 -m.t. YRS -bndry stdy	1618 - In 1990, SCPA moves to new facility, and O'Farrell becomes regular j.h.	Total 7-9 student enroll. equals 4605; divided among two 7-9 j.h. and a 7-8 middle school. (Two 7-9 j.h. each with enroll. of 2,000, middle school enrollment of 600).	In 2000 total 7-9 students enrollment equals 4685, housed in two junior highs of 2000 and one middle school of up to 685.
Bay Terrace Magnet Facility (2000)	(4-12)		-bndry stdy	1275 - New school online; houses SCPA magnet; 1200 perm/800 ptbl.		
Keiller Middle (674)	701 (7-8)	750 - m.t. YRS	799 -m.t. YRS/ -bndry stdy	848 - m.t.YRS or bndry change		
SCPA (1324)	1265 (4-12)	1270	1140 -bndry stdy			
O'Farrell Magnet	(see 1990)- - - - > (7-9)			1618 O'Farrell reopens as magnet j.h. for 2000 students in permanent/ portable facility.		
Audubon (750)	757 -dbl-sess K* (K-6)	805 - m.t. YRS - - - - - - - -	853 - - - - - - - -	889 - - - - - - - -	Multi-track year-round school will accommodate approximately 100 students. - - - - - - - - -

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MORSE ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
Boone (1086)	1104 -dbl-sess K* (K-6)	1136 m.t. YRS	1160	1190	Multi-track will accommodate projected growth and allow for reduction in school size.		
Encanto (1494)	1400 (K-6) -sgl-sess K**	1438 m.t. YRS-	1486	1545	Multi-track will allow for reduction of school size and/or expansion of magnet program.		
Freese (738)	737 - sgl-sess K** (K-6) - add 1 ptbl.	761 Between 1988-90 add two portables.	783	807	After 1990, consider multi-track year-round school.		
Fulton (750)	743 - sgl-sess K** (K-6)	775 -add 1 ptbl.	807 -add 1 ptbl.	839 -add 1 ptbl.	From 1991-1992 consider m.t. YRS depending on size of development in area.		
Lee (876)	835 - dbl-sess K* (K-6) - add 1 ptbl.	862 m.t. YRS.	885	909	Multi-track YRS will allow for reduction in school size.		
Paradise Hills (990)	988 - dbl-sess K* (K-6)	1027 m.t. YRS	1066	1106	Multi-track YRS will allow for reduction in school size.		
Penn (1050)	939 - dbl-sess K* (K-6)	964 m.t. YRS.	989	1014	Multi-track YRS will allow for reduction in school size.		
Perry (960)	773 - dbl-sess K* (K-6)	796	821 -m.t. YRS-	842	Multi-track YRS will allow for reduction in school size.		
Valencia Park (1065)	1120 - sgl-sess K** (K-6) - add 4 ptbls.	1143 m.t. YRS-	1188	1193	Multi-track YRS will allow for reduction in school size and/or expansion of magnet program.		

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
** Court identified minority isolated school or magnet school
1-20-87 (12-24-86K1)

SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

MORSE ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
Zamorano (960)	1104 (K-6) - dbl-sess K* - add 4 ptbls	1108 m.t. YRS- - - -	1110 - - - - - - - -	1114 - - - - - - - -	Multi-track YRS will allow for reduction in school size and/or expansion of magnet program. - - - - - - - -

SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

POINT LOMA ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Pt. Loma (2281)	2000 (9-12)	1947	1917	1908	2031	2160 - add 1 portable
Correia (1048)	876 (7-8)	901	927	952	1040	1073 - add 1 portable
Barnard (300)	319 (K-6) -dbl-sess K*	333	350 -add 1 ptbl.	361	Between 1991-95, the Point Loma Cluster elementary enrollment is projected to be 3850. Sixteen add'l. portables will be required at the eight elementary schools to accommodate this growth.	Between 1995-2000, the Point Loma Cluster elem. Enrollment stabilizes at 3750. No additional portables will be required at the elementary level.
Cabrillo (240)	253 (K-6) -dbl-sess K*	265	277	289		
Dewey (330)	308 (K-6) -dbl-sess K*	325	342	361		
Fremont (300)	300 (K-6) -sgl-sess K**	308	315	325 -add 1 ptbl.		
Loma Portal (450)	428 (K-6) -dbl-sess K*	441	455	470		
Ocean Beach (570)	557 (K-6) -sgl-sess K*	577	596 -add 1 ptbl.	614		
Silver Gate (588)	562 (K-6) -sgl-sess K**	591	620 -add 1 ptbl.	650 -add 1 ptbl.		
Sunset View (438)	481 (K-6) -sgl-sess K** -add 2 ptbls.	509 -add 1 ptbl.	525 -add 1 ptbl.	542		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.

** Court identified minority isolated school or magnet school

1-20-87 (12-24-86-L)

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SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

SAN DIEGO ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
San Diego H.S. (1727)	1461 (10-12) No change -	1493	1525	1557	1718	2052	2156
					Up to 12 additional portables needed between 1992-2000. Alternative to add'l. portables is to explore cooperative use of community college facilities.		
Memorial J.H. (1084)	1033 (7-9) No change -	1044	1069	1093	Between 1991-2000, Memorial and Roosevelt forecast will range between from 2232 to 2914. Up to ten additional portables will be needed at both sites.		
Roosevelt J.H. (1202)	1120 (7-9) No change -	1135	1153	1164			
Birney (654)	650 (K-6) -dbl-sess K*	672	704	742	Between 1991-2000 institute multi-track YRS.		
Brooklyn (990)	1038 (K-6) -dbl-sess K* -continue YRS	1079	1127	1183	Continue multi-track YRS.		
Burbank (690)	521 (K-3) -sgl-sess K** -trad. sched.	545	569	593	Continue on traditional schedule.		
Florence (282)	275 (K-6) -sgl-sess K** -trad. sched.	260	273	288	Continue on traditional schedule. Add portable(s) after 1991.		
Grant (660)	666 (K-6) -sgl-sess K**	697 add 1 ptbl.	728 add 1 ptbl.	759 add 1 ptbl.	Projected resident growth and space limitations will require a restudy of the magnet program.		

* If double-session kindergarten is implemented, it is assumed that it will continue thereafter.
** Court identified minority isolated school or magnet school
1-20-87 (12-24-86-M)

SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

SAN DIEGO ATTENDANCE AREA (continued)

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1991-1992 Forecast	1995-1996 Forecast	1999-2000 Forecast
Jefferson (570)	565 (K-6) -dbl-sess K*	586	613	647	Between 1989-2000 will be necessary to relocate Children's Center Program to McKinley. Enroll. too small for m.t.YRS.		
King (930)	792 (K-6) -sgl-sess K**	828	864	902 -m.t. YRS	Between 1991-2000 will be necessary to go m.t. YRS; reopening Bandini in 1994-95 may provide some relief.		
Logan (837)	902 (K-6) -sgl-sess K** -add 4 ptbls.	935	970 - m.t. YRS	1023	Multi-track year-round school will allow for reduction of school size.		
Lowell (570)	452 (K-6) -sgl-sess K**	466	478	493	Permanent facility for 750 comes on line in 1993-1994. Good site for magnet program expansion or enrichment.		
McKinley (600)	618 (K-6) -dbl-sess K*	642	666	690	Up to 2 portables will be needed after 1990 to accommodate growth. Jefferson Children's Center program will be placed here in 1989.		
Sherman (1050)	1093 (K-6) -sgl-sess K** -add 2 ptbls.	1155 -m.t.YRS -	1209	1275	Multi-track year-round school will allow for reduction of school size and expansion of magnet program.		
Washington (330)	345 (K-6) -dbl-sess K*	353	369 -add 1 ptbl.	389	Study construction of permanent facility.		
					Between 1991-95, the San Diego Diego Cluster elem. enroll. is projected to be 10,002. Proposed solution strategies will accommodate projected growth.		Between 1995-2000, the San Diego Cluster elem. enroll. is projected to be 10,300. Proposed solution strategies will accommodate projected growth.

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to the L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

* If double-session kindergarten is implemented, it is assumed that it will continue thereafter.

** Court identified minority isolated school or magnet school

1-20-87 (12-24-86M1)

SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

SERRA ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
Serra H.S. (2084)	1930 (9-12)	1886	1839	1790	2268	3014
	No change -	- - - - - - - -	- - - - - - - -	- - - - - - - - ->	Between 1995 and 2000, multi-track year-round school.	
Farb (1000)	848 (6-8)	840	831	823	Between 1995 and 2000, Farb and DePortola must accommodate 1800-2000 students. This will require 10 additional portables or build out all of De Portola's permanent facilities.	
De Portola (690)	723 (6-8)	720	720	720		
Hancock (946)	863 (K-5) -dbl-sess K*	843	826	806	Total K-5 enrollment in 1995 and 2000 will range from 3178 to 3734, respectively with an average of 800 per school in 1995 to 950 in 2000. Multi-track year-round schools should be implemented for all four elem. schools in 1995.	
Miller (1098)	1091 (K-5) -dbl-sess K*	1088	1085	1080		
Tierrasanta (504)	481 (K-5) -dbl-sess K*	482	473	464		
Vista Grande (540)	536 (K-5) -dbl-sess K*	536	536	536		
Serra (750)	NOTE: Full build-out of Tierrasanta is projected for the 1995-2000 time period. Decisions for the construction of an additional elementary school after 1995 will be dependent upon projected development. It is not possible to justify construction of a fifth elementary school at this time. The district should maintain at least one elementary school site in East Tierrasanta. Order of preference is: Camp Elliott #5, #7 and # 4.					

NOTE 1: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

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* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.

1-20-87 (12-24-86-N)

SAN DIEGO CITY SCHOOLS
Planning Department
Long-Range Facilities Master Plan

Recommended Solution Strategies For Facility Needs By School and Year

UNIVERSITY CITY ATTENDANCE AREA

School (Capacity)	1987-1988 Forecast (Grade Configuration)	1988-1989 Forecast	1989-1990 Forecast	1990-1991 Forecast	1995-1996 Forecast	1999-2000 Forecast
University City (1350)	1358 (10-12) -Establish UC/West Mira Mesa optional attendance area	1305	1246	1275	1573 Between 1991-96 seven portables.	1733 Between 1995-2000, add five additional portables.
Standley (1162)	1048 (7-9)	1064	1097	1172	1493 Between 1991-94 add ten portables.	1467 Enrollment stabilizes. No additional facilities.
Curie (510)	532 (K-6) -dbl-sess K*	599 -add 1 ptbl.	631 -add 1 ptbl.	663 - add 1 ptbl.	Elem. enrollment in University City Cluster in 1995 will reach 2400. Add 16 additional portables at Curie, Spreckels, and Doyle.	Elem. enrollment stabilizes at 2350 in 2000. No additional elementary facilities projected after 1995.
Doyle (516)	602 (K-6) -dbl-sess K* -add 1 ptbl.	654 -add 1 ptbl.	689 -add 1 ptbl.	724 - add 1 ptbl.		
Spreckels (660)	516 (K-6) -sgl-sess K**	563	593	623		

NOTE: Maintenance, deferred maintenance and refurbishing of schools in this area is a primary concern. Refer to L.R.F.M.P. Support Materials document for specific information regarding this attendance area.

An optional attendance area is planned for secondary students in West Mira Mesa. Students living in the area west of a line formed by Parkdale Avenue and Parkdale Avenue extended from New Salem Street can elect to attend University City High and Standley Junior High. There is a possibility of enrolling 100 additional students at the high school and 50 at the junior high. Enrolling students will be monitored and facilities provided as required.

* Once double-session kindergarten is implemented, it is assumed that it will continue thereafter.
** Court identified minority isolated school or magnet school
1-20-87 (12-24-86-O)

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TABLE I
SUMMARY OF RECONSTRUCTION, NEW CONSTRUCTION, AND CONVERSION NEEDS
BY TARGET COMPLETION DATES

Target Opening Year (September)	Project Description
1989	Mira Mesa #2 Junior High (W. Mira Mesa) Construct new Grade 7-8 Junior High for 1,200 pupils.
	Adams Elementary Reconstruct Adams Elementary
1990	Mira Mesa #10 Elementary (N. Miramar Ranch) Construct new Grade K-6 Elementary for 750 pupils.
	Bay Terraces Magnet Facility Construct new Grade 4-12 SCPA facility for 1,200 - 2,000 pupils
	Edison Elementary Reconstruct Edison Elementary
	O'Farrell Junior High Convert from School of Creative and Performing Arts to junior high school.
1991	Mira Mesa #2 Senior High (Scripps Ranch) - 1st of 3 Phases Construct new Grade 9-12 Senior High for 2,000 pupils.
	Central Elementary Reconstruct Central Elementary
1992	Mira Mesa #2 Senior High (Scripps Ranch) - 2nd of 3 Phases Continue construction for new Grade 9-12 Senior High for 2,000 pupils.
1993	Mira Mesa #2 Senior High (Scripps Ranch) - 3rd of 3 Phases Complete construction for new Grade 9-12 Senior High for 2,000 pupils.
	Lowell Elementary School Convert Lowell temporary buildings to permanent construction.
1994	Euclid Elementary Reconstruct Euclid Elementary
	Bandini Primary Convert Bandini External Funding Center to Bandini Primary School for 750 pupils.
	Bandini External Funding Center Relocate to site to be determined.
1996	Mira Mesa #9 Elementary (Hage - Replacement for Breen Elementary) Construct new Grade K-6 Elementary for 750 pupils.
	Hoover #8 Elementary Construct new Grade K-6 Elementary for 750 pupils.

C. Cost Requirements for Capital Projects

Facility and maintenance needs identified in the master plan were divided into two categories for the purpose of developing construction cost and cash flow needs. The first category includes critically needed projects to accommodate projected student enrollments through the year 2000, the top priority projects of the Long-Range Facilities Master Plan. The second category involves facilities and maintenance needs necessary to enhance existing programs. Critically needed projects are listed on Table II and include reconstruction, new construction, conversion of existing facilities and the purchase and relocation of portable classrooms. Also included in the table is a contingency fund for unforeseen construction needs in growth areas of the district. The estimated cost through the year 2000 for critically needed projects is $129,239,100 with a $12.6 million contingency, which brings the total to $141,839,100.

Table III lists identified facility needs including: the reconstruction and modernization of facilities 30 years old or older; remodels and other capital outlay projects; deferred maintenance projects; major maintenance and repair needs not adequately funded nor eligible for the deferred maintenance program; and minor capital improvements, furniture and equipment needs. The total estimated cost for these facilities and maintenance needs is $199,586,819. Deferred maintenance projects currently funded through state resources total $56 million, producing a $143.5 million shortfall for the projects specified in Table III.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division

TABLE II
SUMMARY OF CONSTRUCTION COSTS AND CASH FLOW NEEDS ANALYSIS FOR
CRITICALLY NEEDED PROJECTS FOR ACCOMMODATING PROJECTED STUDENT ENROLLMENTS, 1987 - 2000

Project	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Reconstruction															
Adams Elem.	375,000 pw	2,516,600 c	230,000 e												3,121,600
Edison Elem.		377,000 pw	2,533,200 c	230,000 e											3,140,200
Central Elem.			615,000 pw	4,123,400 c	375,000 c										7,113,400
				2,000,000 a											
Euclid Elem.						747,000 pw	5,027,000 c	450,000 c							6,224,000
New Construction															
Bay Terraces			635,000 e												
(Magnet Facility)	1,412,000 pw	5,718,150 c	5,718,150 c	635,000 e											14,118,300
Mira Mesa #9 Elem.															
(Hage Site)								647,000 pw	5,291,000 c	533,000 e					6,471,000
Mira Mesa #10 Elem.	690,000 pw		5,672,500 c	535,000 e											
(N. Miramar Rnch.)	1,500,000 a														8,397,500
Mira Mesa #2 Jr. H.	1,375,000 pw	8,051,300 c	1,332,000 e												
(W. Mira Mesa)	3,000,000 c														13,758,300
Mira Mesa #2 Sr. H.					925,333 e	925,333 e									
(Scripps Ranch)		500,000 p		2,377,000 pw	7,708,067 c	7,708,067 c	7,708,067 c	925,333 e							28,777,200
Hoover #8 Elem.										537,000 e					
								11,037,000 a	598,000 pw	4,849,900 c					17,021,900
Conversions															
Lowell Elem.					600,000 pw	4,360,000 c	541,000 e								5,501,000
Bandini to Perm.															
Primary School	500,000 a				520,000 pw		3,736,700 c	463,000 e							5,219,700
Extern. Fund. from					—	—	—								
Bandini Site															
O'Farrell (SCPA) to		60,000 pw	600,000 c	325,000 e											985,000
Jr. H. Sch.															
Portable Moves and															
Purchase of add'l															
relocatable clsrms**	700,000	378,000	528,000	253,000	998,000	915,000	960,000	1,005,000	1,050,000	518,000	543,000	489,000	513,000	540,000	9,390,000
SUB-TOTALS	9,552,000	17,601,050	17,863,850	10,478,400	11,126,400	14,655,400	17,972,767	14,527,333	6,939,000	6,437,900	543,000	489,000	513,000	540,000	129,239,100
*Additional projects															
Const. Contingency					600,000	4,000,000	4,000,000	4,000,000							12,600,000
SUB-TOTALS	0	0	0	0	600,000	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	12,600,000
TOTALS	9,552,000	17,601,050	17,863,850	10,478,400	11,726,400	18,655,400	21,972,767	18,527,333	6,939,000	6,437,900	543,000	489,000	513,000	540,000	141,839,100

Notes/Symbols: a - Land Acquisition, c - Construction, e - Furniture & Equipment,
p - Preliminary Plans, w - Working Drawings, (date) - Target Occupancy Year
* - Funding which may be necessary to resolve unforseen construction needs for elementary schools in Bay Terraces, Tierrasanta, and Scripps Ranch in the event enrollments materialize faster than are currently projected.
** - Item K in Long-Range Facilities Master Plan support materials document.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Facilities Services Department

TABLE III
SUMMARY OF COSTS FOR OTHER FACILITIES AND MAINTENANCE NEEDS

Project	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Reconstr./Moderniz. of Facilities over 30 Years Old *	17,770,853	3,926,524	3,110,582	1,364,120	1,490,156	3,964,976	5,023,294	2,094,430	600,487	249,470	0	3,382,224	586,175	211,383	43,774,674
Deferred Maint. Funded **	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	56,000,000
Unfunded	2,800,000	4,177,000	3,898,000	4,867,000	4,234,000	16,853,000	12,134,000	8,664,000	6,465,000	4,524,000	3,477,000	2,663,000	1,789,000	855,000	77,400,000
Major Maint/Repair Needs *	555,000	820,000	850,000	880,000	910,000	935,000	960,000	985,000	1,015,000	1,070,000	1,100,000	1,135,000	1,170,000	1,205,000	13,590,000
Minor Capital Improvements, Furniture and Equipment	450,000	475,250	496,125	520,931	546,977	574,327	603,043	633,195	664,855	698,098	733,003	769,663	808,136	848,542	8,822,145
SUB-TOTAL	25,575,853	13,398,774	12,354,707	11,632,051	11,181,133	26,327,303	22,720,337	16,376,625	12,745,342	10,541,568	9,310,003	11,949,887	8,353,311	7,119,925	199,586,819
Deferred Maint. Funded **	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(56,000,000)
SUBTOTAL	21,575,853	9,398,774	8,354,707	7,632,051	7,181,133	22,327,303	18,720,337	12,376,625	8,745,342	6,541,568	5,310,003	7,949,887	4,353,311	3,119,925	143,586,819

Notes/Symbols: a - Land Acquisition, c - Construction, e - Furniture & Equipment,
p - Preliminary Plans, w - Working Drawings, (date) - Target Occupancy Year
*Item K in Long-Range Facilities Master Plan support materials document
**District anticipates funding level to be $4,000,000 per year, not adjusted for inflation.
This amount is one-half percent of general fund budget, less debt service and capital outlay,
and matches state funds with district funds on a 1:1 match.

D. Funding of Proposed Capital Projects

From among the potential income sources previously discussed in IV. B. the items that represent the most viable sources of actual and potential income are shown in Table IV. This table projects estimated income based on the information that is available to date. As circumstances change, the stream of income projected may be affected.

Items 6-9 of Table IV can be reasonably expected to produce income in the upcoming years, however, at this time an accurate estimate of that income cannot be made. Any income to the district from those sources will allow the district to bring needed projects on-line sooner by accelerating construction schedules or will allow the district the option of reducing a portion of the levy necessary to generate the newly authorized development fee.

By comparing the anticipated estimated income from Table IV with the sum of the identified needs shown in Tables II and III, it can be determined that there is not now sufficient income to fund the identified projects and purposes. Table V shows the comparison of these data and the shortfall in income. Consequently choices must be made as to how best to allocate the scarce income resources. This master plan contemplates that the critically needed projects detailed on Table I and II shall be funded first from appropriate revenue sources available to the district and further that the individual projects be funded sequentially as shown in Table II. Table III projects will be funded partially through the $56 million available for deferred maintenance. As more income becomes available Table III projects will be completed.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division

TABLE IV

ESTIMATES OF ANTICIPATED ANNUAL INCOME
FOR CONSTRUCTION/RECONSTRUCTION FROM VARIOUS SOURCES
(in millions of dollars)

Source	Calendar Years 87	88	89	90	91	92	93	94	95	96	97	98	99	2000	Totals
1. Developer Fee Fund Balance (ZN Fund)	$7.5														$ 7.5
2. Developer Fee Fund Residual (ZN Fund)					———		11.6	———							11.6
3. Development Fee Newly Authorized	11.0	10.0	9.0	8.0	7.0	6.5	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	81.5
4. Short-Term Lease Income	1.0	1.0	1.0	1.0	1.0	1.2	1.2	1.2	.9	.9	.8	.8	.8	.9	13.7
5. Long-Term Lease Income*	.8	.9	1.4	1.6	1.6	1.8	1.9	1.9	1.9	1.9	1.9	2.2	2.2	2.2	24.2
6. Sale of School Sites	No estimate of potential income available for Items 6 through 9. To the degree these sources materialize, they would accelerate solution strategies schedule and/or reduce development fees.														
7. Sale of Remnant Parcels															
8. Mello-Roos Districts															
9. Other Income Sources															
Subtotals**	$20.3	11.9	11.4	10.6	9.6	9.5	8.6	8.1	7.3	6.8	6.2	6.0	5.5	5.1	$138.5
10. State Application Apportionments															
Totals															

*Does not include Scripps, Dana, Farnum, or portion of Scripps Ranch High site.
**Annual subtotals do not include Developer Fee Fund Residual (ZN Fund) amount of $11.6 million.

SAN DIEGO UNIFIED SCHOOL DISTRICT
Business Services Division

TABLE V
COMPARISON OF FUNDING NEEDS AND INCOME
ANNUALLY AND CUMULATIVELY

	ANNUAL		CUMULATIVE	ANNUAL		CUMULATIVE
	Funding Needs	*Income		Funding Needs	Income	
Year	Table II Critical Projects	Table IV Estimates of Anticipated Annual Income	Shortfall	Table III Other Facilities/ Maintenance	Anticipated Annual Funding of Deferred Maintenance	Shortfall
1987	$ 9,552,000	$ 20,300,000	($ 10,749,269)	$ 25,575,853	$ 4,000,000	$ 21,575,853
1988	17,601,050	11,900,000	(5,046,950)	13,398,774	4,000,000	30,974,627
1989	17,863,850	11,400,000	1,416,900	12,354,707	4,000,000	39,329,334
1990	10,478,400	10,600,000	1,295,300	11,632,051	4,000,000	46,961,385
1991	11,726,400	9,600,000	3,421,700	11,181,133	4,000,000	54,142,518
1992	18,655,400	9,500,000	12,577,100	26,327,303	4,000,000	76,469,821
1993	21,972,767	8,600,000	25,949,867	22,720,337	4,000,000	95,190,158
1994	18,527,333	8,100,000	36,377,200	16,376,625	4,000,000	107,566,783
1995	6,939,000	7,300,000	36,016,200	12,745,342	4,000,000	116,312,125
1996	6,437,900	6,800,000	35,654,100	10,541,568	4,000,000	122,853,693
1997	543,000	6,200,000	29,997,100	9,310,003	4,000,000	128,163,696
1998	489,000	6,000,000	24,486,100	11,949,887	4,000,000	136,113,583
1999	513,000	5,500,000	19,499,100	8,353,311	4,000,000	140,466,894
2000	540,000	5,100,000	14,939,100*	7,119,925	4,000,000	143,586,819
TOTALS	$141,839,100	$126,900,000*		$199,586,819	$ 56,000,000	

*Does not include $11.6 million expected from residual ZV Fund Developer Fees. When $11.6 million is added to income (see Table IV) the total becomes $138.5 million and the total shortfall becomes $3,339,100.

VI. SUMMARY AND RECOMMENDATIONS

A. Summary

As stated in the introduction of this document, the Long-Range Facilities Master Plan is intended to address the identified school facility needs between 1987-2000, with a particular focus on housing the projected student enrollment growth. Through the consideration of fifteen and subsequent application of ten solution strategies, all projected school facility needs have been addressed. The additional 45,000 students are adequately housed in existing and new facilities in the proposed master plan. In addition, the acquisition of more portables, boundary changes, optional attendance zones, policy and program changes, and the use of under-utilized district facilities complement new school construction. The effect of these solution strategies' implementation is generally estimated in the chart which follows.

Solution Strategy	Estimated Number of Additional Students Housed
New school construction	11,000
Reconstruction	1,000
Reopen closed elementary school sites	1,500
Multi-track YRS (elementary)	12,000-12,500
Multi-track YRS (secondary)	2,000- 2,500
Implementation of double-session K	2,000
Portables	7,000
Reconversion admin. space to schools	750
Use of under-utilized facilities	6,750
TOTAL	44,000-45,000

The master plan has also provided detailed information about income sources and debt instruments, indicating the manner in which the various solution strategies will be financed through the year 2000. Beyond the basic purpose of the plan--housing the additional 45,000 new students--the plan has also addressed the issues of facility standards, equity, and the ongoing maintenance and refurbishing of existing sites. In some instances, the issues have not been totally resolved and will require continued study. This master plan process is one which must continue on an ongoing basis to address these outstanding and changing school facilities issues.

B. Recommendations

Based on the study and analysis of demographic, educational program, financial resources, and facilities utilization data by district staff and community members over a two-year period, the recommendations which follow should be reviewed and adopted by the Board of Education to address the district's facility needs in the 1987-2000 time period.

1. Adopt the solution strategies for the fifteen high school attendance areas contained in this Long-Range Facilities Master Plan.

2. Adopt the following two policy statements related to multi-track year-round schools and kindergarten offerings.

   - **It is the policy of the San Diego Unified School District to operate multi-track year-round schools as a solution to facility needs. The Board of Education, on recommendation from the superintendent, will designate which schools shall adopt a multi-track year-round schedule. If a secondary school is involved, the schedule pattern will be three-track and all schools that are part of that high school feeder pattern would use the same format. If a secondary school is not involved, the school would have the option of using either three-track or four-track schedules depending upon which best meets its enrollment needs.**

   - **It is the policy of the San Diego Unified School District to offer double-session kindergarten programs because of school facility needs. The double-session kindergarten program shall be for 220 minutes each semester. This program shall be conducted at all schools except magnets and court-identified minority-isolated elementary sites. Schools that do not have portables can conduct single-session and/or longer sessions within permanent facilites unless other district needs require use of the space. Priority use of space is given to needs such as placement of special education, integration and early admission kindergarten programs among others.**

3. Adopt the financial methods described in the fifth section of the plan for financing the solution strategies while maintaining the option of participating in the state school construction program at a later time.

4. Adopt the operating budget presented as an addendum to this report.

5. Direct the superintendent to continue to pursue financial resources necessary to finance all aspects of the plan.

6. Direct the superintendent to develop a plan to communicate the pertinent elements of this plan to district staff and community members, including parents, teachers, students, and site administrators.

7. Direct the superintendent to develop an implementation plan addressing all pertinent elements of the Long-Range Facilities Master Plan, including revisions of existing policies and procedures related to all solution strategies.

8. Direct the superintendent to convene the Facilities Planning Coordination Committee to review the plan on an annual basis.

9. Designate the Advisory Committee on the Utilization of School Facilities (ACUSF) to be the citizen's review committee to review the Long-Range Facilities Master Plan every three years, commencing in 1990.

10. Continue implementation of the school development fees pursuant to Stats. 1986 Chapt. 888 as authorized by urgency resolution January 6, 1987.

The Long-Range Facilities Master Plan is the culmination of a two-year process coordinated by the Planning, Research, and Evaluation (PRE) Division. This report was prepared by Billie Blair, Paul Goren, and Ruben Carriedo of the Planning Department. Linda Sturak of the School Utilization Planning Unit coordinated the RPA process. Charles Johnson and Patricia Zoller of Business Services Division provided cost estimates for the proposed solution strategies. J.V. Ward of Business Services presented the financial options information and the proposed financing plan. Joanne Sawyer developed the report format and typed the document. PRE and Business Services staff contributing to this report served first under the direction of the Long-Range Facilities Master Plan Coordinating Committee chaired by Dean Nafziger, and later the Facilities Planning Coordination Committee.

Facilities Planning Coordination Committee

Bertha Pendleton (Chair)	Deputy Superintendent
Albert Cook	Asst. Superintendent-School Operations
Christina Dyer	General Counsel
George Frey	Asst. Superintendent-Community Relations and Integration Services
James Kaupp	Asst. Superintendent-Educational Services
Dean Nafziger	Assistant to the Superintendent-Planning, Research and Evaluation
Ronald Oakes	Controller
John Perko	Asst. Superintendent-Business Services